

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140114      P015B140114

Cornell University

**Cornell-Syracuse South Asia Consortium**

Proposal for Federal FY 2014-2017

Title VI

National Resource Centers (NRC)

and Foreign Language and Area Studies Fellowships (FLAS) Programs

Funding Opportunity Number ED-GRANTS-84.015A, NRC

and

ED-GRANTS-84.015B, FLAS

Cornell University

June 2014

SA

OMB Number: 4040-0004

Expiration Date: 8/31/2016

**Application for Federal Assistance SF-424****\* 1. Type of Submission:**

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

**\* 2. Type of Application:**

- ☒ New  
☐ Continuation  
☐ Revision

**\* If Revision, select appropriate letter(s):****\* Other (Specify):****\* 3. Date Received:****4. Applicant Identifier:****5a. Federal Entity Identifier:****5b. Federal Award Identifier:****State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:****\* a. Legal Name:** **\* b. Employer/Taxpayer Identification Number (EIN/TIN):****\* c. Organizational DUNS:****d. Address:****\* Street1:** **Street2:** **\* City:** **County/Parish:** **\* State:****Province:** **\* Country:****\* Zip / Postal Code:** **e. Organizational Unit:****Department Name:****Division Name:****f. Name and contact information of person to be contacted on matters involving this application:****Prefix:****\* First Name:****Middle Name:** **\* Last Name:****Suffix:****Title:** **Organizational Affiliation:****\* Telephone Number:** **Fax Number:** **\* Email:**

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

☒ Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

### \* 12. Funding Opportunity Number:

84.015A 84.015B

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Cornell-Syracuse South Asia Consortium

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



## Application for Federal Assistance SF-424

### 16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

### 17. Proposed Project:

\* a. Start Date:

\* b. End Date:

### 18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,238,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,238,000.00"/>

### \* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

### \* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. "By signing this application, I certify (1) to the statements contained in the list of certifications" and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances" and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

### Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

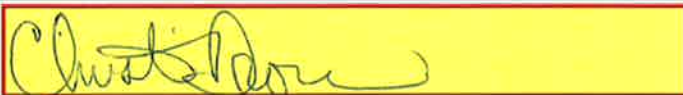
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

Email:

\* Signature of Authorized Representative:



\* Date Signed:

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-00A  
Expiration Date: 06/30/2017

Name of Institution/Organization

Cornell University - South Asia Program

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	116,886	115,228	111,243	108,132		451,490
2. Fringe Benefits	37,984	37,874	37,317	37,038		150,213
3. Travel	7,903	8,364	10,946	10,167		37,380
4. Equipment	0	0	0	0		0
5. Supplies	3,803	3,267	4,284	4,850		16,204
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	64,906	66,748	67,691	71,293		270,638
9. Total Direct Costs (lines 1-8)	231,481	231,481	231,481	231,481		925,926
10. Indirect Costs*	18,519	18,519	18,519	18,519		74,074
11. Training Stipends	559,500	559,500	559,500	559,500		2,238,000
12. Total Costs (lines 9-11)	809,500	809,500	809,500	809,500		3,238,000

**\* Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2012 To: 6 / 30 / 2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 61 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization

Cornell University – South Asia Program

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

### SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						NA
2. Fringe Benefits						NA
3. Travel						NA
4. Equipment						NA
5. Supplies						NA
6. Contractual						NA
7. Construction						NA
8. Other						NA
9. Total Direct Costs (Lines 1-8)						NA
10. Indirect Costs						NA
11. Training Stipends						NA
12. Total Costs (Lines 9-11)						NA

### SECTION C – BUDGET NARRATIVE (see instructions)

**Cornell-Syracuse South Asia Consortium**  
**National Resource Center Budget Narrative Federal Fiscal Years 2014-2017**

Cornell-Syracuse South Asia Consortium BUDGET NARRATIVE Academic Years: 2014-2018			Comprehensive NRC/FLAS South Asia: Federal Fiscal Years 2014-2017											
NRC Priority	Pro. Goal & PM	Narrative Page No.	CORNELL-SYRACUSE CONSORTIUM BUDGET											
			CORNELL YEAR 1 2014	SYRACUSE YEAR 1 2014	CORNELL YEAR 2 2015	SYRACUSE YEAR 2 2015	CORNELL YEAR 3 2016	SYRACUSE YEAR 3 2016	CORNELL YEAR 4 2017	SYRACUSE YEAR 4 2017	GRAND TOTAL 2014-2017			
Priority Key: AP=Absolute Priority,CP=Competitive Priority CPF=Competitive Priority FLAS; G=GOAL, IP=Invitational Priority, PM=PERF, MEASURE, PP=Program Purpose														
A. SALARIES														
1. Administrative and Outreach Personnel														
AP, CP1 & CP2	All	28	a. Cornell Shared Outreach Educator (CERIS) Joint Cornell Asia Programs NRC Outreach Position Salary--15 hours per week (\$50,000 x .375 FTE of 100% FTE) 3% increase/yr. CU Fringe @ 37%, 38%, 38%, 39%											
			18,750 6,938	22,623 6,855	19,313 7,339	23,302 7,060	19,892 7,559	24,001 7,272	20,489 7,991	24,721 7,490	78,443 29,826			
All	All	28	b. Associate Director/Outreach Specialist (Emera Bridger-Wilson) Salary--50% of 100% FTE, with annual increase of 3% per year SU Fringe @ 30.3%											
			22,623 6,855											
2. Language Instruction														
PP, CPF 2	G1, PM/A	17-19	a. Bengali (Sreemati Mukherjee, Bengali Sr. Lecturer)  i. Salary--Yr 1-50% of 100% FTE, Yr 2-50%, Yr 3-50%, & Yr 4-50% FTE ii. Fringe by Yr @ 37%, 38%, 38%, 39%											
			30,488 11,281											
PP, CPF 2	G1, PM/A	17-19	b. Sinhala (Bandara Herath, Sinhala Lecturer)  i. Salary--Yr 1-50% of 100% FTE, then Yr2-37%, Yr3-25%, Yr4-13% ii. Fringe by Yr @ 37%, 38%, 38%, 39%											
			24,025 8,889	18,312 6,958			12,744 4,843		6,826 2,662		61,906 23,352			
PP, CPF 2	G1, PM/A	17-19	c. Urdu  Teaching Associate Position i. Salary--Expand Intermediate level contact hours + add a one semester Advanced Reading Course; Yr 3 & 4 becomes 50% of a half-time Teaching Assoc Position ii. Fringe Benefits @ 37%, 38%, 38%, 39%											
			7,000		8,500		10,662		10,982		37,144			
PP, CP1, CPF 2	G1, PM/A	17-19	d. Hindi (Ian Wilson) Salary--Yr 1-50%, Yr 2-50%, Yr 3-25%, Yr 4-25% of 100% FTE Fringe - 8.3%											
			2,590	9,600 797	3,230	9,900 822	4,052	5,100 423	4,283	5,300 742	14,155 29,900 2,784 0			
PP, CP1, CPF 2	G2, PM/A & B	17 & 32	e. Video-conferenced Hindi Course Preparation for Community College (OCC) & SU DC campus for Hindi 101-102, Hindi 201-202 (Ian Wilson)  i. Salary--Yr 1-\$1,200, Yr 2,3, & 4-\$1,800 ii. Fringe--8.3%											
				1,200 100		1,800 149		1,800 149		1,800 149	6,600 548 0			
			Sub-Total Language Lecturer Salaries			61,513	10,800	58,214	11,700	55,751	6,900	51,123	7,100	263,100
			Sub-TOTAL Language Lecturer Benefits			22,760	896	22,121	971	21,185	573	19,938	891	89,336
			Sub-TOTAL Language Lecturer Salaries and Benefits			84,272	11,696	80,336	76,936	7,473	71,061	7,991	352,436	

**Cornell-Syracuse South Asia Consortium  
National Resource Center Budget Narrative Federal Fiscal Years 2014-2017**

NRC Priority	Pro. Goal & PM	Narrative Page No.	CORNELL-SYRACUSE CONSORTIUM BUDGET								GRAND TOTAL	
Priority Key: AP=Absolute Priority,CP=Competitive Priority CPF=Competitive Priority FLAS; G=GOAL; IP=Invitational Priority; PM=PERF. MEASURE; PP=Program Purpose												
PP	G1	15	3. Area Studies Course Development Salaries (SU)									2,000
			a. Nutrition and Health in Modern South Asia, Sudha Raj, faculty, \$2k/course									
			Benefits @ 17.3%									346
			b. Gender and Justice in the Himalayas, Himika Bhattacharya, faculty, \$2k/course									
PP	G1	15	Benefits @ 17.3%									
			c. The History of Policing in South Asia, Radha Kumar, faculty, \$2k/course									
			Benefits @ 17.3%									
			Sub-Total Area Studies Course Development--SALARIES TOTAL									2,000
AB	G1	31	Sub-Total Area Studies Course Development--BENEFITS TOTAL									346
			Sub-Total Salaries and Benefits AS Course Development									2,346
												2,346
												2,346
CP1	G2, PM:A-B	32	4. Teacher Training Presentations on Area Studies, SU School of Education									2,400
			a. Teacher in-Service Training at BOCES center									600
			Benefits 2 @ 17.3%									69
			Benefits 1 @ 8.3%									17
AB, CP2	G2, PM:A-B	31	b. Modern South Asia Course									68
			Benefits 3 @ 17.3%									1,500
			Benefits 3 @ 8.3%									130
			c. SU School of Education, Solvay Teacher Training									62
									600			
									600			
									104			
									104			
									2,700			
									382			
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**Cornell-Syracuse South Asia Consortium  
National Resource Center Budget Narrative Federal Fiscal Years 2014-2017**

NRC Priority	Proj. Goal & PM	Narrative Page No.	CORNELL-SYRACUSE CONSORTIUM BUDGET										GRAND TOTAL 2014-2017
			Priority Key: AP=Absolute Priority;CP=Competitive Priority CPF=Competitive Priority FLAS; G=GOAL; IP=Invitational Priority; PM=PERF. MEASURE; PP=Program Purpose										
C. TRAVEL													
1. Domestic Travel													
PP, AB	G1, PM: B	5,41	a. Center Travel										
			i. Center Director to attend NRC-related meetings (partial cost)										1,000
PP, CPF1&2	G3, PM/A	5,41	ii. Outreach Staff to South Asia Meetings (partial cost) Madison, WI										1,200
			iii. Travel for Admin Mngr/FLAS Fellowship Coordinator (partial)										500
PP	G2	5,41	iv. Travel for Tamil Studies Initiative Visiting Scholar to regional research universities										1,500
			v. Travel for joint Consortium workshops, programming, evaluation										500
PP	G2	5,41	CU-SU R/T: (108miles x.56) x 6 trips/ yr (w/1 cent increase in mileage rate/yr)										382
			CU-SU R/T: (108miles x.56) x 6 trips/ yr (w/1 cent increase in mileage rate/yr)										500
PP, AB	G2, PM: C	31	b. K-12 Afterschool Language Program										300
			i. Travel to K-12 classrooms, Teacher & Training (CU & SU Staff & Students)										500
Community Colleges (CCs) and Schools of Ed Course Outreach													
CP1	G2, PM: C	32	c. Hindi Course--SU Speaker Fee for Visit to Community College Partner (Hindi Instructor)										
			See SU Hindi Course to CCs under Salaries and Benefits										
CP1	G2, PM: C	32	d. Modern Asia Course (CU) (CCs-TC3)										
			i. Reimbursed RT mileage for consortium faculty/graduate student travel to partners 15 weeks/on semester course										531
CP2	G2, PM: C	32	e. Education in Asia Course (partner Programs of Education) (CU)										
			i. Reimbursed mi. for faculty/graduate student travel to partners 15 weeks/semester course										354
CP1	G2, PM: C	32	2. International Travel										
			a. CU Library Acquisitions International Travel										2,000
TRAVEL TOTAL			6,003	1,900	6,324	2,040	7,946	3,000	7,167	3,000	37,380		
D. SUPPLIES													
1. Outreach Supplies--covering the following:													
PP, AB	G2	31	a. Afterschool Language Program (CU)										
			Teacher Training K-12 workshop										300
PP, AB	G2	31	b. Community College Faculty Workshop-Supplies										250
			Newsletter, brochures, print, postage used for Outreach										400
PP, AB	G2	31	2. Seminar Supplies--copying, posters, advertising expenses										628
			3. Conference Supplies--programs, posters, advertising, name tags										206
SUPPLIES TOTAL			1,648	2,155	1,577	1,690	1,653	2,631	2,416	2,434	16,204		

**Cornell-Syracuse South Asia Consortium  
National Resource Center Budget Narrative Federal Fiscal Years 2014-2017**

CORNELL-SYRACUSE CONSORTIUM BUDGET											
Priority Key: AP=Absolute Priority,CP=Competitive Priority CPF=Competitive Priority FLAS; G=GOAL; IP=Invitational Priority; PM=PERF MEASURE; PP=Program Purpose											
NRC Priority	Pro. Goal & PM	Narrative Page No.	CORNELL YEAR 1 2014	SYRACUSE YEAR 1 2014	CORNELL YEAR 2 2015	SYRACUSE YEAR 2 2015	CORNELL YEAR 3 2016	SYRACUSE YEAR 3 2016	CORNELL YEAR 4 2017	SYRACUSE YEAR 4 2017	GRAND TOTAL 2014-2017
PP		34-36	<b>E. OTHER EXPENSES</b>								
			1. Consortial Thematic Conferences (travel and speaker fees, both domestic and international)								
			2. Seminar Series								
			a. Stipend (speaking fee and domestic or international travel) Seminar Series								
PP	G1	34-36	3. Tamil Studies Initiative								
			a. Faculty or Graduate Student Travel to Toronto Tamil Conference								
PP	G1	36	b. Sri Lanka Graduate Student Conference at Cornell Yr 4								
			4. Intermediate Hindi to SU Washington, DC program, video-conferencing room, associated costs.								
PP	G3	5,17,3 9,41	5. Human Rights Film Festival (includes South Asia)								
	G3,PM: C		6. K-12 (CU & SU Visits) & CU Afterschool Language Program (transportation)								
			a. Urban and Rural and Afterschool programs, in high % free-lunch schools. Average: 6 sites/yr (3 per semester) x averg 50 Miles RT x .56/mile Mileage Reimbursement (w/1 cent increase in mileage rate/yr)								
PP	G1	37	b. SA Performances to Schools (SU)—partial travel and speaker fee costs; to Oswego BOCES Center.								
PP, AB		31	7. Nepali Culture Training for K-12 Teachers (Syracuse, NY)								
			a. Stipend for one trainer in Nepali Culture @ \$300 x 2 visits.								
AB		31	8. Pre-Service Teacher workshops at Syracuse University and other partners								
			a. Average: 60 Miles RT x .56/mile Mileage Reimbursement (w/1 cent increase in mileage rate/yr) x 4 visits per semester (2 per school) (CU-three Asias)								
AB		31	9. K-16 Faculty Development Training (K-12; CCs; Schools/Prpgms of Educ)								
			a. ISSI-International Studies Summer Institute, stipends, room rental for 65-70 K-12 teachers.								
AB	G2	31, 40	b. Mid-Year Follow-up Teacher Training Workshop (post-ISSI) (CU)								
			c. K-12 SU BOCES Teacher Trainer Outreach								
AB		31	See SU BOCES training to K-12 under Salaries and Benefits								
AB		31	c. Bi-Annual Thematic Workshops with Partner Institutions								
			One per year over the 4 years (Comm. Colleges, Schools of Ed)								
AB		31	d. Thematic Conferences with Partner Institutions (Comm. Colleges, Schools of Ed)								
			i. Equity, Inclusion, and Refugees: The (Increasingly) Global Community College								
AB, CP1&2	G2	34	ii. Internationalization in the Post-Secondary Education Pipeline: Impact and Sustainability								
			e. School of Education Faculty Fellows (Stipend \$1,000 per fellow)								
AB, CP1&2	G2	34	f. ASL American Sign Language) interpreter costs for K-16 Faculty Development, 2 interpreters for a two-day conference @ 33% of total shared cost								
CP2		33	10. Community College and Programs of Education Curricula								
			a. Modern Asia Course (CC--TC3) (CU)								
CP2	G2	33	i. Stipends for lecture preparation Modern Asia Course--CU								
All		30-37	ii. DL-related room and equipment rental at Cornell or at the receiving CC								
			Education in Asia Course (partner Schools of Ed and Ed Prpgms) (CU)								
CP1	G2	32	i. Speaker Fees								
			ii. Two outside speakers travel & accommodation								
			iii. DL-related room and equipment rental at Cornell or at the receiving CC								



**Cornell-Syracuse South Asia Consortium  
National Resource Center Budget Narrative Federal Fiscal Years 2014-2017**

NRC Priority	Pro. Goal & PM	Narrative Page No.	CORNELL-SYRACUSE CONSORTIUM BUDGET										GRAND TOTAL 2014-2017
			CORNELL YEAR 1 2014	SYRACUSE YEAR 1 2014	CORNELL YEAR 2 2015	SYRACUSE YEAR 2 2015	CORNELL YEAR 3 2016	SYRACUSE YEAR 3 2016	CORNELL YEAR 4 2017	SYRACUSE YEAR 4 2017			
Priority Key: AP=Absolute Priority,CP=Competitive Priority CPF=Competitive Priority FLAS, G=GOAL, IP=Invitational Priority, PM=PERF MEASURE, PP=Program Purpose													
CP2	G2	32	11. Community College and Programs of Education Faculty & Students travel to consortium campuses for International-related Area Studies Programs & Events										0
			403	200	410	200	418	200	425	200	2,456		
				3,000		3,000							
			2,000	1,500	2,000	1,500	2,000	1,500	2,000	1,500	14,000		
			500	500	500	500	500	500	500	600	4,200		
CP1	G2	31-36	14. National Outreach--SANOC-South Asia Network Outreach Coordinators & South Asia Book Award (SABA)---Planning Meeting, Book Award meeting, Book Award outreach to schools in need, Nat Council Soc Studies Meeting display stand.										0
CP1	G2	33	500								500		
			500		2,000		500		500		3,500		
CP1, CP2, PP, AB	G1	31	6,000	1,000	6,000	1,000	7,000	1,000	6,000	1,000	29,000		
			750				750						
PP, CPF2	G1	21	16. Evaluation										0
PP, CPF2	G1	21	a. Finalize design, survey preparation, consult on evaluation reports, improve data collection.										0
PP	G1	42-53	b. Travel to Evaluation Conference										2,000
					1,000	1,000					1,200		
					600	600					760		
					760						0		
PP	G1	53	17. Peer Review										0
					1,000	1,000					2,000		
					600	600					1,200		
					760						760		
PP	G1	11,20, 21,57	18. Consortial Dues, South Asia Languages Summer Institute (SASLI)										0
			7,000	1,000	7,000	1,000	7,000	1,000	7,000	1,000	32,000		
			600		600		600		600		2,400		
											0		
OTHER EXPENSES TOTAL			39,806	25,100	42,528	24,220	43,431	24,260	48,293	23,000	270,638		
TOTAL DIRECT COSTS			157,416	74,065	157,417	74,065	157,417	74,065	157,416	74,065	925,926		
INDIRECT COST @ 8% OF ALL DIRECT COSTS			12,593	5,925	12,593	5,925	12,593	5,925	12,593	5,925	74,074		
TOTAL CORNELL SA PROGRAM / & SYRACUSE SOUTH ASIA CENTER			170,010	79,990	170,010	79,990	170,010	79,990	170,010	79,990	1,000,000		

Cornell-Syracuse South Asia Consortium  
Anne M. Blackburn, PI  
Director, South Asia Program  
170 Uris Hall, 109 Tower Road  
Cornell University  
Ithaca, NY 14853

## Cornell-Syracuse Consortium for South Asian Studies

FLAS BUDGET FEDERAL FISCAL																
YEARS 2014-2017			YEAR 1 AY 2014-2015			YEAR 2 AY 2015-2016			YEAR 3 AY 2016-2017			YEAR 4 AY 2017-2018				
			CORNELL	SYRACUSE	TOTAL	CORNELL	SYRACUSE	TOTAL	CORNELL	SYRACUSE	TOTAL	CORNELL	SYRACUSE	TOTAL		
1. Academic Year FLAS																
CU	8 Graduate Fellowships	Tuition @ \$18,000	\$144,000			\$144,000			\$144,000			\$144,000				
		Stipend @ \$15,000	\$120,000			\$120,000			\$120,000			\$120,000				
SU	6 Graduate Fellowships	Tuition @ \$18,000		\$108,000			\$108,000			\$108,000			\$108,000			
		Stipend @ \$15,000		\$90,000			\$90,000			\$90,000			\$90,000			
	2 Undergraduate Fellowships	Tuition @ \$10,000		\$20,000			\$20,000			\$20,000			\$20,000			
		Stipend @ \$5,000		\$10,000			\$10,000			\$10,000			\$10,000			
					\$492,000						\$492,000					
2. Summer FLAS																
CU	4 Graduate Fellowships	Tuition @ \$5,000	\$20,000			\$20,000			\$20,000			\$20,000				
		Stipend @ \$2,500	\$10,000			\$10,000			\$10,000			\$10,000				
	1 Undergraduate Fellowship	Tuition @ \$5,000	\$5,000			\$5,000			\$5,000			\$5,000				
		Stipend @ \$2,500	\$2,500			\$2,500			\$2,500			\$2,500				
SU	3 Graduate Fellowships	Tuition @ \$5,000		\$15,000			\$15,000			\$15,000			\$15,000			
		Stipend @ \$2,500		\$7,500			\$7,500			\$7,500			\$7,500			
	1 Undergraduate Fellowship	Tuition @ \$5,000		\$5,000			\$5,000			\$5,000			\$5,000			
		Stipend @ \$2,500		\$2,500			\$2,500			\$2,500			\$2,500			
					\$67,500						\$67,500					
					\$492,000						\$492,000					
TOTAL			\$559,500		\$559,500	\$559,500		\$559,500	\$559,500		\$559,500	\$559,500		\$559,500		
Check:			\$301,500	\$258,000	\$559,500	\$301,500	\$258,000	\$559,500	\$301,500	\$258,000	\$559,500	\$301,500	\$258,000	\$559,500		
					\$250,000											
					\$809,500											
													GRAND TOTAL:		\$2,238,000	

## **South Asia Program and Cornell University GEPA Provision: Section 427 Equal Access**

### **Our Defining Focus**

A diverse community includes everyone and is the foundation for the meaningful exploration and exchange of ideas. Since its founding, Cornell University has encouraged a culture that provides for the full participation of all members of our campus community—this keeps us at the leading edge in education and in our fields and practices. Cornell University is a place where intercultural skills are developed and enacted among diverse campus constituencies, with community partners, and within the classroom and workplace. From a founding where Ezra Cornell professed his desire to establish an institution where “any person can find instruction in any study” through Cornell’s comprehensive response to the civil rights act in 1964, and up to the present through the current *Toward New Destinations* strategic initiative, Cornell has sought to provide national leadership on inclusion. The three Asia area studies programs (East, South, and Southeast) live within this dynamic and vibrant diversity commitment, benefiting from the institutional structures and support outlined below.

### **How we promote Diversity and Inclusion at Cornell**

Cornell's approach to institutional inclusion and diversity planning is holistic. Our commitments, both regulatory and strategic, involve novel approaches to improve campus culture and our demographic composition, and the engagement, inclusion, and achievement of all.

Cornell has recognized the need to work very intentionally at the job of improving the diversity of its campus community and to create an open and welcoming environment for faculty, students and staff. It has, in this regard, chosen to have five specialty-focused practitioners working to bring about the changes that are making Cornell a diverse and welcoming environment for all people. This approach was chosen rather than having a single person trying to handle all issues and create improvements across the campus as a single chief diversity officer. Our collective approach makes use of the diversity of expertise, background, and experience to achieve diversity. The commitment to diversity at Cornell begins at the base and moves up through the five specialists to the Provost and the President of the University.

At the heart of Cornell’s diversity effort are the five university diversity officers (UDOs), one each for student affairs, human resources, faculty affairs, undergraduate education, and graduate education. These professionals formulate policy, evaluate progress, identify opportunities and locate areas of concern within their responsibility areas, and work closely together to look at the university as a whole. These diversity officers are:

- **Renee Alexander**, Associate Dean and Director of Intercultural Programs, Student and Academic Services

- **Lynette Chappell-Williams**, Associate Vice President for Inclusion and Workforce Diversity, Human Resources
- **Yael Levitte**, Associate Vice Provost for Faculty Development and Diversity, Academic Affairs
- **A.T. Miller**, Associate Vice Provost for Academic Diversity, Undergraduate Education
- **Sheri Notaro**, Associate Dean for Inclusion and Professional Development, the Graduate School



**University Diversity Officers Yael Levitte, A.T. Miller, Sheri Notaro, Renee Alexander, and Lynette Chappell-Williams**

Responsibility for implementation and accountability on diversity initiatives campus wide rests with the University Diversity Council (UDC), composed of the **President and Provosts**, the Director of Institutional Research, the Dean of Students, the diversity officers listed above, and the Vice Presidents and Vice Provosts to whom they report, respectively:

- **Laura Brown**, Vice Provost for Undergraduate Education [A.T. Miller]
- **Barbara A Knuth**, Vice Provost and Dean of the Graduate School [Sheri Notaro]
- **Susan Murphy**, Vice President for Student and Academic Services
- **Kent Lovering Hubbell**, Dean of Students [Renee Alexander]
- **Mary Opperman**, Vice President for Human Resources and Safety Services [Lynette Chappell-Williams]
- **John Siliciano**, Senior Vice Provost for Academic Affairs [Yael Levitte]

In addition, each college and many units around campus have their own diversity offices and professionals, who are regularly consulted with and convened by the five diversity officers. All federal, state and local compliance issues are handled in HR by Lynette Chappell-Williams.

As a large, decentralized, research-intensive institution that operates on multiple campuses on a global scale, Cornell finds that embedded responsibility under collective leadership guided by professional expertise serves as an effective model for significant and multi-faceted progress across the institution. It is this responsibility structure that is charged with bringing to reality our values and statement on diversity in “Open Doors, Open Hearts, Open Minds.” Having multi-faceted diverse leadership at the center of our efforts is a conscious reflection of how diversity is a source of strength, innovation, and excellence. We use our diversity to achieve diversity. The UDC is currently chaired jointly by Laura Brown and Lynette Chappell-Williams, reflecting both the academic and operations sides of the institution.

## **Toward New Destinations**

The University Diversity Council developed in 2012 a new institutional diversity planning initiative, "[Toward New Destinations](http://diversity.cornell.edu/toward-new-destinations)." The initiative requires that each college and administrative unit annually identify five diversity initiatives in support of four core principles (composition, engagement, inclusion, achievement) for seven constituent groups: undergraduate students, graduate and professional students, postdoctoral associates and academic professionals, staff, faculty, the off-campus community, and the extended Cornell communities of parents, alumni, friends, and donors.

All world-class academic institutions recognize that research, knowledge production, and intellectual and operational pursuits benefit tremendously from full engagement with diverse points of view coming from varied life experiences and ways of interacting with and interpreting the world. Recognizing that historical circumstances and social structures produce imbalances in privilege, power, and opportunity, we know that this work in support not just of access, but of deep participation, is a complex, long-term effort. As an enlightened academic community, we boldly pursue full inclusion as a central component of our values and our approach to each other and the world around us. This initiative, designed to realize the values of diversity and inclusion announced in our statement—Open Doors, Open Hearts, Open Minds—provides the tactical framework that senior leaders, department heads, and the Cornell community can use to achieve the excellence derived from full engagement with diversity.

One major feature of the initiative is transparency. Any member of the public can review the over 150 current annual diversity initiatives as well as the results of their antecedents, (<http://diversity.cornell.edu/toward-new-destinations>) and also have access to institutional data on the diversity data dashboards in the four areas of inclusion, achievement, engagement, and composition. (<http://irp.dpb.cornell.edu/university-factbook/diversity>) These resources have internal specificity down to the unit level.

The 2014 TND Institutional Planning Document provides colleges and units with guidance to support development of annual initiatives. The Undergraduate Student Assembly has designed a similar initiative for student organizations called [United Student Body](#).

## **Affirmative Action and Workforce Inclusion Plan**

As a federal contractor, Cornell University is bound by the federal laws that address affirmative action compliance. Each year, the university reports on its progress in addressing its [compliance obligations](#).

- [Historical Affirmative Action Reports](#)
- Current Diversity and Inclusion Report:  
<http://diversity.cornell.edu/sites/default/files/2013%20Diversity%20and%20Inclusion%20Report.pdf>



## **Addressing Bias Activity**

Since 2000, Cornell University has had a [program to track bias](#) that is occurring on the campus in an effort to be proactive in creating an inclusive climate for all. Information about bias activity on campus is updated May and December each year in [Reports and Responses to Bias Activity at Cornell University](#).

## **Disability Access**

Cornell University is committed to diversity and inclusiveness, with the goal of providing an accessible, usable, and welcoming environment for faculty, staff, students, and visitors with disabilities. Since 2004, a team of individuals from departments across the university has worked to address [disability access](#), which has resulted in a comprehensive web page and a [strategic plan](#).

## **Gender Equity**

Cornell University is committed to creating a climate that supports gender equity and complying with the obligations identified under Title IX. As a result, the university has established a [Title IX coordinator](#) and a team of deputies to address student, workforce, and athletics issues. In its efforts to address both its compliance obligations and its commitment to gender diversity, the university has created a [gender-equity institutional plan](#) that includes how the university is addressing sexual harassment and assault as well as other aspects of gender equity.

## **Study on Student Climate for Diversity**

In 2013, Institutional Research and Planning, in consultation with the University Diversity Council, compiled a report to assess campus climate, highlighting selected survey results relating to two dimensions of the campus climate for diversity – engagement and inclusion – as reported by Cornell undergraduate and graduate students in recent surveys. While not intended as an all-encompassing assessment of diversity at Cornell, the report, [Beginning to Assess the Student Climate for Diversity at Cornell: Preliminary Findings on Student Engagement and Inclusion from Student Surveys](#) will inform a more comprehensive examination of the student climate for diversity. This report supports the continuing work of the University Diversity Council to assess campus climate, and is consonant with recommendations from Cornell's Incident Management Team and President Skorton's February 2013 statement on bias and sexual misconduct. The report is available here: <http://irp.cornell.edu/diversity-reports>

## **Open Doors, Open Hearts, and Open Minds: Cornell's Statement on Diversity and Inclusiveness**

### **Open Doors**

"I would found an institution where any person can find instruction in any study." This statement, made by Ezra Cornell in 1865, proclaims Cornell University's enduring commitment

to inclusion and opportunity which is rooted in the shared democratic values envisioned by its founders. We honor this legacy of diversity and inclusion and welcome all individuals, including those from groups that have been historically marginalized and previously excluded from equal access to opportunity.

### **Open Hearts**

Cornell's mission is to foster personal discovery and growth, nurture scholarship and creativity across a broad range of common knowledge and affirm the value to individuals and society of the cultivation of the human mind and spirit. Our legacy is reflected in the diverse composition of our community, the breadth of our curriculum, the strength of our public service, and the depth of our commitment to freedom, equity, and reason. Each member of the Cornell community has a responsibility to honor this legacy and to support a more diverse and inclusive campus in which to work, study, teach, research, and serve.

### **Open Minds**

Free expression is essential to this mission, and provocative ideas lawfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Cornell stands for civil discourse, reasoned thought, sustained discussion and constructive engagement without degrading, abusing, harassing, or silencing others. Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts and opens minds.

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Endorsed by the Employee Assembly and the University Assembly, December 1, 1999; the Student Assembly, December 3, 1999; the Faculty Senate, December 8, 1999, and the Graduate & Professional Student Assembly, January 24, 2000, and by the Board of Trustees, January 29, 2000.

## **Awards relating to Inclusion and Diversity as a school and employer 2011-2013**

### **2011-2012 Awards**

- Cornell Engineering is ranked #10 best school in the country for Hispanics pursuing graduate engineering degrees
- One of the top 20 employers in the nation for working mothers, by *Working Mother* magazine
- One of the top 50 employers for families adopting children, by the Dave Thomas Foundation for Adoption
- Award for Excellence in Workplace Effectiveness and Flexibility, from the Alfred P. Sloan Foundation
- Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, from U.S. President Barack Obama

## **2012-2013 Awards**

- May 2013 The Families and Work Institute named Cornell University one of the four 2013 Work Life Legacy Military Award recipients
- February 2013 Top 100 employers for families adoption children, by the Dave Thomas Foundation for Adoption
- January 2013 NAFE Top Companies for Executive Women
- February 2013 Cornell ranks No. 4 in producing Peace Corps volunteers among medium-sized colleges and universities nationwide, according to the 2013 Peace Corps' annual ranking of schools

## **2013-2014 Awards**

- September 2013 Cornell is recognized as among the top 10 best companies for health and wellness by Working Mothers
- September 2013 Cornell receives the 2013 Excellence in Worklife Balance Award from Constangy, Brooks & Smith L.L.P.

The Diversity of our campus in the following categories: Overall, Undergraduate, Graduate and Professional Students, Ranked Professors, can be found in the online graphic representations at: [http://irp.dpb.cornell.edu/tableau\\_visual/diversity-composition-dashboard](http://irp.dpb.cornell.edu/tableau_visual/diversity-composition-dashboard).

## **Office of Academic Diversity Initiatives (OADI)**

### **OADI's Mission**

*To ensure that the widest range of life experience, knowledge, creative expression and original thinking is shared across the breadth of Cornell's students, faculty, staff, and disciplines, particularly by those with backgrounds historically less likely to have been represented on campus.*

*To support the increased presence, academic success, intellectual achievement, and inclusion across all fields of study of those from these under-represented backgrounds at Cornell.*

### **OADI's Vision**

*Ezra Cornell's revolutionary commitment to "any person... in any study" inspires OADI to cultivate the extraordinary presence of so many talented individuals in so many ground-breaking intellectual, artistic, and technical pursuits in order that every person in every study experiences the full diversity of dynamic and stimulating exchange with each other.*

## **Interface with Asia Area Studies Programs**

This office is the one with which the three Asia area studies programs (East, South and Southeast) will work most closely during the coming grant cycle and beyond. OADI houses



many state-, privately-, and federally-funded programs that provide broad academic support for low-income, first generation, and under-represented student of color populations and tracks these students' success across the institution. Membership in any or several of these three groups is a characteristic of over 4000 undergraduate domestic students, or about a third of the Cornell student body. Our programs will work with OADI Academic Success Programs, including the federally-funded Ronald E. McNair Post-Baccalaureate Achievement Program, mentorship teams, and OADI's pre-professional programs, as well as the POSSE Foundation scholars, the Gates Millennium Scholars, and New York State Opportunity Program scholars to provide opportunities for their students to learn about the many options available to study, research, or prepare to work professionally, in Asia. We will do this by having our staff and faculty participate in the many mentorship opportunities in OADI programs, being active in employing OADI-eligible students through the work study co-funding option OADI provides, making sure our research opportunities are visible to OADI research scholars and within the specific library-based research skills courses ("Delving Deeper) and holding information sessions to promote FLAS Fellowships applications and participation in area studies and Asian language courses, among these particular student populations.

### **Diversity and Inclusion at the Vice Provost for International Affairs (VPIA) and Internationalization Council (IC) levels**

The VPIA, as part of the Office of the Provost and Director of the Mario Einaudi Center for International Studies, is committed to the training of staff in inclusion and diversity. The VPIA (in consultation with OADI) is also working to provide needs-based funding to Cornell courses and programs that provide students with a global experience through a travel/internship grants program. This will allow Pell-grant eligible, first generation, and other students in need to have the opportunity to engage fully in off-campus learning. OADI also regularly provides a review service of rosters and applicant lists to help programs assess if their applicant pools are reaching a wide and inclusive range of students from across campus.

One of the courses accepted for funding by the VPIA is the Cornell Nepal Study Program initiated and assisted by South Asia Program faculty. This program allows undergraduates the opportunity to learn a language, work cross-culturally with the Nepali students in the program, live in a Nepali home, and to gain experience by conducting their own field research project guided by both Cornell Faculty and Nepalese scholars from the Tribhuvan National University.

### **Diversity and Inclusion at the Cornell University Mario Einaudi Center for International Studies**

The Center for International Studies (CIS) at Cornell, named after Mario Einaudi, is committed to inclusion and diversity as it promotes internationalization across the Cornell campus. Its Diversity Officer, Donna-Marie Parker, Office of Human Resources, works to assure that diversity and inclusion issues are addressed as the unit's associate director in the areas of both programming and human resources.

The center's seminar room is ADA-compliant in physical accessibility and equipped with assistive hearing devices. When requested the area studies programs have hired a sign-language

interpreter for those attending one of the NRC programs' (the three Asia Programs in the Center) workshops.



# Cornell University

David J. Skorton  
President

September 9, 2013

Dear Members of the Cornell Community:

As president of Cornell University, I am pleased to reaffirm the university's commitment to affirmative action in the workplace and equal employment opportunity (EEO) for Cornell's staff and faculty.

Cornell recognizes the benefits to individuals, the campus community and the larger society that come through a diverse workforce and an inclusive work environment, and seeks to comply with all federal, state and local laws prohibiting employment discrimination on the basis of race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity or expression, age, disability, veteran status and other areas protected by law. The university's EEO policy applies to all employment decisions affecting faculty, staff members and job applicants including, but not limited to, recruitment, selection, placement, employee development, promotions, retention, compensation, leaves of absence, benefits, disciplinary action, transfers, demotions, terminations, and layoffs.

Cornell also is committed to hiring and advancing individuals of color, women, individuals with disabilities, and veterans. We invite prospective and current employees who have a disability, as well as veterans who wish to be included under our Affirmative Action Program, to identify themselves during the application process or in the personal information section of Cornell's Workday employee system. This identification is strictly voluntary and confidential.

Lynette Chappell-Williams, associate vice president of inclusion and diversity, is the university's EEO officer and is responsible for the implementation of equal employment opportunity and affirmative action throughout all colleges and units of Cornell's Ithaca campus. One of her responsibilities is to establish and maintain internal audit and reporting systems to regularly measure the effectiveness of the university's affirmative action and equal employment opportunity policies and practices.

Cornell's *Comprehensive Workforce Inclusion Plan Incorporating Affirmative Action Obligations* sets forth the policies, practices, and procedures the university applies to ensure non-discrimination and affirmative action for qualified women, individuals of color, individuals with disabilities, and veterans. This document is available for inspection at [www.hr.cornell.edu/diversity/eeeo/](http://www.hr.cornell.edu/diversity/eeeo/). Questions about specific policies, practices or procedures should be directed to your supervisor, your HR representative, Lynette Chappell-Williams, Mary Opperman, vice president, Human Resources & Safety Services, or to me.

Cornell's commitment to equal employment opportunity and affirmative action is the foundation for the university's diversity initiative, *Toward New Destinations*, which the university launched in March 2012. A diverse work and educational environment benefits not only the individuals for whom

opportunities are expanded, but also the entire university community. In addition Cornell, as an institution of education, discovery, and public engagement, has a responsibility to promote public service, outreach, economic development, technology transfer, and cultural opportunities to realize the potential of all our people.

Cornell has a proud record of innovation, support and dedication to diversity and inclusion in our community. I encourage all employees of Cornell to join me in building upon that legacy and to take an active role in advancing affirmative action and equal employment opportunity at the university.

Best regards,

A handwritten signature in black ink that reads "David J. Skorton". The signature is written in a cursive, flowing style.

David J. Skorton

**U.S. Department of Labor**

**Employment Standards Administration  
Office of Federal Contract  
Compliance Programs**



**300 Pearl Street  
Suite 175  
Buffalo, New York 14202**

August 13, 2013

David Skorton, President  
Cornell University  
300 Day Hall  
Ithaca, NY 14853

RE: OFCCP Compliance Evaluation No. R00177133

Dear Mr. Skorton:


Our recent compliance evaluation of the equal employment opportunity policies and practices at Cornell University, 300 Day Hall, Ithaca, New York 14853 has been completed.

During the compliance evaluation process, we found no apparent deficiencies or violations of Executive Order 11246, as amended, Section 503 of the Rehabilitation Act of 1973, as amended, or the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (38 USC 4212), and the implementing regulations at 41 CFR Chapter 60. This determination may be modified by the Regional Director or the Director, OFCCP within 45 days of the issuance of this letter.

The Office of Federal Contractor Compliance Programs sincerely appreciates the cooperation and courtesies extended by you and your staff during the conduct of the compliance review.

Sincerely,

A handwritten signature in cursive script, reading "Lynne Shear".

 MARY ELLEN BENTIVOGLI  
District Director  
Buffalo and Hartford Offices

cc: Lynette Chappell Williams, Associate VP, Department of Inclusion and Workforce Diversity  
Linda Croll Howell, Director, Inclusion and Diversity Metrics

### **SU GEPA PROVISION: SECTION 427 ON EQUAL ACCESS**

Syracuse University and, by extension, the South Asia Center, are committed to promoting a culturally and socially diverse climate that facilitates the development of each member of their community. Diversity and accessibility are among the five core values in SU's mission. These values were adopted by the University Senate in 1992 as part of the Syracuse Compact in the creation of a student-centered research university. SU's commitment to diversity has continued to grow. In 2007, Chancellor Nancy Cantor launched a new campaign, "Scholarship in Action" which seeks better collaboration between the University and constituent communities—both local and global. Diversity is a key component of this initiative. The Chancellor has stated that, "[d]iversity—both intellectual and social—is central to our work [as a University]"<sup>1</sup>

SU is not only committed to diversity and inclusiveness among its faculty and student body, but in creating a workplace environment that can attract and retain a diverse faculty and staff. More attention has been directed toward insuring diversity on the campus as it has become an important factor in the University's strategic planning process. The administration has been active in pursuing funds to provide financial aid to a wider range of minority students and in helping departments take advantage of opportunities to hire minorities and women. There has also been a focus on setting up diversity dialogue groups among students and in seeking outside support for a number of alliances for graduate education with developing countries and for aid to both students and scholars at risk.

Inclusion of faculty and students with disabilities is aided by the SU Disabilities Studies Program, which is one of the oldest and strongest disability studies program in the country. SU faculty helped to shape the Americans with Disabilities Act and faculty and students in this program continues to monitor and call to the attention of the administration any problems they see involving accessibility and inclusiveness of students and faculty with disabilities.

Data on the student body for the Fall of 2013 indicate that of the 21,267 students enrolled at SU, including both undergraduate and graduate students, 54% are women and 46% men. Around 42% of the SU student body is comprised of minority and international students; this percentage is 50% among the graduate students. Close to 75% of the students receive some form of financial assistance. Sixty-three percent of SU's 1013 full-time instructional faculty are men and 37%. The disparity between men and women is less at the assistant professor and associate professor level (48% of assistant professors are women). Among the 38 faculty whose research and teaching focus on South Asia studies, 47% are women; 55 % of the graduate students studying South Asia are women. Some 20 percent of SU's full-time instructional faculty is from underrepresented groups. Of the South Asia studies faculty, the percentage of faculty of color is considerably higher at 65%.

Given that SU has the fourth largest study abroad program in the country, roughly 38 percent of the SU students have some international experience during their tenure on campus. Ranging from a number of weeks to a semester, students are immersed in a different culture and expected to both improve and use their language skills during their residency in these other countries. Though it does not have a study abroad center in South Asia, SU currently participates in South India Term Abroad (SITA), Pitt in the Himalayas, and two SIT courses in India, in addition to short term or summer programs.

Syracuse University has a number of centers, programs, and partnerships that contribute to increasing not only the diversity on campus, but in increasing the capabilities of minority or

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<sup>1</sup> Nancy Cantor, "Scholarship in Action and the Expansive Mission of Higher Education", January 23, 2007.

underrepresented groups among our constituents. In the past five years, there have been a number of initiatives to include our neighboring indigenous communities. For example, the University has reached out to Native communities by offering the Haudenosaunee Promise Scholarship Program has been started to support Native students. It also has a number of programs to support African American communities, through the WellLink Program, and Gay, Lesbian, Bisexual and Transgendered students. The Maxwell School's Executive Education Program hosts a number of international delegations that seek to train administrators from across Africa, Asia and the Middle East, including Indian Administrative Service members. Furthermore, the Disabilities Studies Program involves students who are disabled and facilitates their attaining degrees in social work, education, and the law. The administration, faculty, staff, and students at Syracuse University value and encourage diversity in myriad ways and seek to be even more inclusive in the future.

<b>APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017</b>
--

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia/East Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input type="checkbox" value="YES"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

<b>APPLICATION TYPE</b>
-------------------------

<b>Comprehensive NRC and FLAS</b>	<input type="checkbox" value="YES"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>



<b>FLAS-ELIGIBLE LANGUAGES</b> <b>Performance-Based Instruction</b> <b>FY 2014 – 2017</b>	
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- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle, by submitting the justification, course description, and the instructor’s CV.

[illegible]

## Abstract

The Cornell-Syracuse NRC consortium exemplifies what can be accomplished when two premiere academic institutions partner with the U.S. Dept. of Education to train a pool of international experts for government, business and nonprofit service. Graduates of our NRC now work in the Department of State, the World Bank, the UN in India and Afghanistan, and one is opening a new university in Kabul. Our NRC is a partnership between Cornell University's South Asia Program (SAP) and Syracuse University's South Asia Center (SAC). We provide an unusual geographic breadth of expertise that includes Afghanistan, Nepal, Sri Lanka, and Bangladesh as well as India and Pakistan and academic depth that provides state-of-the-art research and professional preparation for students on the politics, economics, security, agriculture and humanities of the South Asian region.

The two schools each provide important components to the NRC. Cornell has expertise in international agriculture, international development, and urban planning, while Syracuse is nationally recognized for expertise in geopolitics and security issues, public administration and international relations work in South Asia. In the liberal arts, Cornell provides depth in areas such as Sanskrit, South Asian history, history of art, and the history of religions while Syracuse offers a modern cross-disciplinary focus through anthropology, religious studies, art and music.

Since 1983, we have leveraged federal NRC funds to build a robust South Asia curriculum that has been successfully institutionalized, while also developing nationally recognized research programs and outreach activities. We are now ready to use this robust program as a springboard to share our expertise and respond to the U.S. Dept. of Education priorities with 7 exciting new initiatives.

- 1) **Partner with Community Colleges (NRC Competitive Priority 1).** We will partner with 3 community colleges: Onondaga, Mohawk Valley, and Tompkins Cortland to develop two new courses, faculty development, and study abroad opportunities.
- 2) **Partner with Schools/Programs of Education (NRC Competitive Priority 2).** We will partner with Syracuse's School of Education, Cornell's Minor in Education Program, and SUNY-Cortland's School of Education to support the integration of South Asia dimensions into their teacher preparation programs.
- 3) **Deepen our excellent K-12 Outreach Program (NRC Absolute Priority).** We will build on our success in K12 outreach by influencing the education pipeline through teacher training and longer-term international exposure for students
- 4) **Expand the Priority Language Curriculum (NRC Program Purpose (a) teaching modern foreign languages and (c) in professional and other fields of study).** Expand undergraduate Hindi, intermediate and advanced Urdu curriculum, add introductory and intermediate Tamil and Sinhala.
- 5) **Leverage NRC funding to Institutionalize Priority Languages Instruction (NRC Program Purpose (a) teaching modern foreign languages and (c) in professional and other fields).** NRC funding has enabled us to establish and maintain language instruction in four priority languages - Hindi (SU), Nepali (CU), Sinhala (CU), and Bengali (CU). We now propose to increase the institutionalization of at least three priority languages, Nepali, Hindi, Sinhala and Bengali.
- 6) **Develop a Tamil Studies Program (NRC Program Purpose (b) provide full understanding of a country in which the language is used)**
- 7) **Strategically Deploy FLAS Fellowships (FLAS Comp Priority 1 & 2, Invit. Priority 1)**

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## **Acronyms and Abbreviations**

2CUL	Cornell U. and Columbia U. Library consortium (pronounced “too cool”)
ACTFL	American Council on the Teaching of Foreign Languages
AIBS	American Institute of Bangladesh Studies
AIIS	American Institute of Indian Studies
AIPS	American Institute of Pakistan Studies
AISLS	American Institute for Sri Lankan Studies
BOCES	Board of Cooperative Education Services
CERIS	Cornell Educational Resources for International Studies
CIPA	Center for International Policy Administration, Cornell
CNSP	Cornell Nepal Studies Program

## Cornell-Syracuse NRC Comprehensive Consortium

CORE	Cornell Office for Research on Evaluation
CSIS	Center for Strategic and International Studies, Washington D.C.
CU	Cornell University
DGS	Director of Graduate Studies
EAB	External Advisory Board
ECIS	Einaudi Center for International Studies, Cornell
IARD	International Agriculture and Rural Development
INSCT	Maxwell Institute for National Security and Counter Terrorism
IR	International Relations
ISLE	Intercollegiate Sri Lanka Education Program
ISSI	International Studies Summer Institute
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center at Cornell
MIGA	Moynihan Institute of Global Affairs, Syracuse
MVCC	Mohawk Valley Community College
NESSA	North East Scholars of South Asia, regional post-secondary teachers network
NFLC	Nilgris Field Learning Center
OCC	Onondaga Community College
RA	Research Assistant
SABA	South Asia Book Award
SAC	South Asia Center, Syracuse
SAP	South Asia Program, Cornell

## Cornell-Syracuse NRC Comprehensive Consortium

SALRC	South Asian Languages Resource Center
SANOC	South Asia National Outreach Consortium
SASLI	South Asia Summer Language Institute
SCI	Shared Course Initiative
SU	Syracuse University
SU ART	The Syracuse University Art Museum
TA	Teaching Assistant
TC3	Tompkins Cortland Community College
TNAU	Tamil Nadu Agricultural University
USDE	United States Department of Education
WAL	Web Audio Lab

## **EXECUTIVE SUMMARY**

The Cornell-Syracuse NRC consortium exemplifies what can be accomplished when two premiere academic institutions partner with the U.S. Dept. of Education (USDE) to train a pool of international experts for government, business and nonprofit service. Graduates of our NRC now work in the Department of State, the World Bank, the UN in India and Afghanistan, and one is opening a new university in Kabul. Others have been appointed Senior Research Fellow at the International Food Policy Research Institute and Consultant for International Development Enterprises.

Our NRC is a partnership between Cornell University's South Asia Program (SAP) and Syracuse University's South Asia Center (SAC). We provide an unusual geographic breadth of expertise that includes Afghanistan, Nepal, Sri Lanka, and Bangladesh as well as India and Pakistan and academic depth that provides state-of-the-art research and professional preparation for students on the politics, economics, security, agriculture and humanities of the South Asian region.

The two schools each provide important components to the NRC. Cornell has expertise in international agriculture and international development, as well as urban planning, while Syracuse is nationally recognized for expertise in geopolitics and security issues, through the Institute for Counterterrorism and National Security (INCST), the program on Global Black Spots (areas of the world that are outside of effective governmental control and controlled by alternative, mostly illicit, social structures) and via a new partnership with the Center for Strategic and International Studies (CSIS) in Washington D.C. Syracuse's Maxwell School's # 1 ranked program in Public Administration program and Cornell's Institute for Public Affairs (CIPA) have strong and long-standing links to International Relations work in South Asia. In the



liberal arts, Cornell provides depth in areas such as Sanskrit, South Asian history, history of art, and the history of religions while Syracuse offers a cross-disciplinary focus on modern religious practices through anthropology, religious studies, art and music.

Since 1983, we have leveraged federal NRC funds to build a robust South Asia curriculum that has been successfully institutionalized, while also developing nationally recognized research programs and outreach activities. For example, Nepali language instruction is now institutionalized at Cornell, which has also expanded support of Sinhala language instruction. Syracuse's Hindi program is now almost fully supported by the university. Both campuses offer highly successful annual conferences and weekly seminar series that are supported by the NRC in conjunction with university support.

### **The New Opportunities We Are Responding To With This Proposal**

We are now ready to use this robust program as a springboard to share our expertise and respond to the U.S. Dept. of Education priorities with 7 exciting new initiatives.

#### **1) Partner with Community Colleges (NRC Competitive Priority 1)**

We will partner with Onondaga Community College (OCC), Mohawk Valley Community College (MVCC), and Tompkins Cortland Community College (TC3) to develop two new courses on *Modern Asia* and *Modern South Asia* via interactive video-conferencing and on-site teaching visits. As faculty development, we will co-create with our partners a conference on *Equity, Inclusion and Refugees: The (Increasingly) Global Community College*, as well as a conference on *Internationalization in the Post-Secondary Education Pipeline: Impact and Sustainability*, and welcome their faculty to our seminar series and annual conferences, as well as relevant special events. We have developed a new study abroad initiative in South Asia for our partners linked to the Modern South Asia course, and will provide funds for partner faculty

curriculum development travel to South Asia. All of these activities internationalize student experience at our partner institutions empowering their students to contribute within our globalized economy.

**2) Partner with Schools/Programs of Education (NRC Competitive Priority 2)**

We will partner with Syracuse's School of Education, Cornell's Minor in Education Program, and SUNY-Cortland's School of Education to support the integration of South Asia dimensions into their teacher preparation programs. Key activities will include a new course on *Education in Asia* offered via interactive video-conferencing (and available to our CC partners), the Education Faculty Fellows Program, the development of South Asia components for pre-service and in-service teachers, and two conferences listed in 1) above. These activities prepare teachers-in-training to develop and communicate effectively global dimensions within the school curriculum, as well as to reach underserved school children of South Asian heritage.

**3) Deepen our excellent K-12 outreach program (NRC Absolute Priority)**

Our K-12 outreach program, largely organized through Cornell Educational Resources in International Studies (CERIS) has produced excellent results. We will build on this success by focusing on larger-scale and higher-impact K-12 activities, influencing the education pipeline through teacher training and longer-term international exposure for students, rather than only providing isolated classroom visits. To do so, we enhance the financial and staff support for a) International Summer Studies Institute (ISSI) for K-12 in-service and pre-service teachers, b) Mid-year Post-ISSI Teacher Training workshop for K-12 teachers, and c) Afterschool Language Program in priority languages (including transportation costs to reach students in low-income districts).

**4) Expand the Priority Language Curriculum (NRC Program Purpose (a) teaching modern foreign languages and (c) in professional and other fields of study)**

We propose expanding three priority language programs in the following ways:

- Expand undergraduate Hindi via interactive-videoconferencing to Syracuse undergraduate and graduates students in Washington, D.C. who study there as part of their international relations training, enabling more to reach intermediate proficiency.
- Expand the intermediate and advanced Urdu curriculum at Cornell by augmenting contact hours in the intermediate curriculum and introducing a new advanced course.
- Add introductory and intermediate Tamil at Cornell via a Shared Course Initiative (SCI) with Columbia and Yale.
- We will expand Cornell's intro/intermediate Sinhala to Columbia and Yale students via SCI.

**5) Leverage NRC funding to Institutionalize Priority Languages Instruction (NRC Program Purpose (a) teaching modern foreign languages and (c) in professional and other fields)**

NRC funding has enabled us to establish and maintain language instruction in four priority languages - Hindi (SU), Nepali (CU), Sinhala (CU), and Bengali (CU). We now propose to increase the institutionalization of at least three priority languages.

- No NRC funding for Nepali is sought in this cycle. Nepali will be institutionalized fully at Cornell in the first months of the grant cycle.
- The NRC currently funds one year of an 8 semester sequence of Hindi at Syracuse University. By year 3 of this grant, NRC will only pay for 1 semester of the 8.
- Cornell has committed to gradually defray more Sinhala costs during the grant, reducing NRC funding to 13% by Year 4. We expect to eliminate NRC funding for Sinhala after Year 4.

- Cornell has provided high-level development support in the search for external funding of Bengali. We hope to remove Bengali from the NRC budget after Year 4.

**6) Initiate a Tamil Studies Program (NRC Program Purpose (b) provide full understanding of a country in which the language is used)**

We will meet on-campus and national needs by undertaking a Tamil Studies initiative to lay the foundation for institutionalizing Tamil Studies within the consortium. We address undergraduate and graduate student, and faculty research needs in the area of Tamil Studies, laying the foundation for longer-term faculty positions at Cornell to complement two Tamil Studies lines at Syracuse and Cornell's long-standing national leadership in Sri Lanka Studies plus its new commitments in southern India through the Nilgiris Field Learning Center. Key activities will be:

- Establish a Tamil Studies Visiting Scholar program at Cornell with institutional funds.
- Add Tamil Studies/language elements to the on-campus and overseas curriculum.
- Increase the NRC's participation in the Annual Tamil Studies Conference held at the University of Toronto, and hold the Sri Lanka Graduate Students Conference.

**7) Strategically Deploy FLAS Fellowships (FLAS Competitive Priorities 1 & 2, Invitational Priority 1)**

We seek funding for academic year and summer FLAS language study fellowships in 7 priority languages on the LCTL list (FLAS Competitive Priority 2) used in South Asia (FLAS Invitational Priority 1) which are crucial to supporting undergraduate and graduate advanced language training in both the professional schools and academic colleges. We will institutionalize new selection procedures to ensure that preference is given to students who

demonstrate financial need among the cohort of competitive applicants (FLAS Competitive Priority 1).

## **1. COMMITMENT TO SUBJECT AREA**

### **A. Institutional Financial Support**

Syracuse and Cornell has historically received substantial financial institutional support which in 2012-13 amounted to almost \$10 million towards the operation of our NRC South Asia programs, teaching staff, library resources, and outreach as Chart 1 below indicates. While past performance is not a guarantee of future support and we do not have specific amounts committed during the performance period covered by this grant request, we have received substantial financial support for our NRC since 1983 and we have been assured that we'll have the financial support we need to operate our NRC during the project performance period covered by this grant request. In addition, university resources support students' tuition and living expenses as well as facilitating international institutional connections. Cornell's program receives direct support primarily through Einaudi Center for International Studies (ECIS). In addition, it works closely with academic departments and programs across Cornell's colleges, Graduate School, Johnson Graduate School of Management, the Library, Johnson Museum, Vice-Provost for International Affairs, Language Resource Center, Task Force for Internationalization, Language Council, Cornell Abroad, International Students and Scholars Office, Cornell Cinema, and the Cornell Press Relations Office. In Chart 1, all salary numbers indicate the percentage of faculty time devoted to South Asia.

The program at Syracuse receives direct support from the Moynihan Institute for Global Affairs (MIGA) as well as Maxwell School and the College of Arts and Sciences. It works

closely with academic departments across the university, the Humanities Center, the Library, SU ART, the Slutzker Center for International Services, SU Abroad, and Associate Provost for International Education and Engagement, the Graduate School, and the Office of Corporate Relations and Technical Alliances, amongst others.

**Chart 1: Institutional Support for NRC by Cornell & Syracuse Universities, 2012-13**

	CORNELL	SYRACUSE	TOTAL
<b>Salary Contributions</b>			
South Asia Language Teaching Faculty	\$363,500	\$154,800	\$518,300
South Asia Teaching Faculty	\$2,526,090	\$1,614,300	\$4,140,390
NRC Center Operation: Administrative Staff (including Library, Language Resource Center)	\$354,078	\$262,630	\$616,708
<b>Non-Salary Contributions</b>			
Library acquisitions and related resources	\$216,436	\$104,292	\$320,728
Museum acquisitions	\$38,617	\$15,000	\$53,617
Visiting Scholars/Lecturers	\$49,101	\$23,000	\$72,101
Faculty Research	\$546,300	\$272,200	\$818,500
Linkages with Institutions Abroad	\$330,500	\$70,000	\$400,500
Publications	\$3,000	\$2,000	\$5,000
NRC Outreach	\$29,277	\$26,000	\$55,277
Student Financial Support	\$1,234,583	\$961,652	\$2,196,235
NRC Center Operations Support (computer support, physical space and equipment, including language resource center)	\$105,622	\$88,360	\$193,982
<b>TOTAL UNIVERSITY COMMITMENT</b>	<b>\$5,797,105</b>	<b>\$3,594,234</b>	<b>\$9,391,339</b>

The figure for faculty research allocations comes from departmental research funds for travel and course development and the indirect costs applied to any grant awarded to a faculty member for South Asia research. The figure for student support is a combination of Teaching Assistant/Research Assistant TA/RA-ships which include stipend, health insurance and tuition monies awarded by the Universities to both undergraduates and graduates focused on South Asia, travel grants from departments and the ECIS and MIGA, as well as the amount the universities spend on international students to process paperwork.

The NRC outreach figure in Chart 1 (\$48,862) represented this commitment in 2012-13 and includes costs at Cornell associated with South Asia-related activities co-sponsored with the

Museum, Cornell Cinema, CERIS, ISSI (International Studies Summer Institute), a K-12 teacher professional development workshop, and the CERIS Community College faculty workshop. At Syracuse, this figure includes costs associated with South Asia-related activities at SU ART, the Human Rights Film Festival, and events sponsored by various campus organizations. The figure for operations support includes equipment, computer support, and space for offices, meeting rooms and storage, and especially for the language laboratories.

### **B. Institutional Financial Support for FLAS students**

Both Cornell and Syracuse give all students in academic Ph.D. programs multi-year packages of guaranteed support through fellowships (including FLAS) and TA-ships, Cornell offering five years and Syracuse four or five. As mentioned in section 10, our graduate schools top off FLAS allocations. At Syracuse, undergraduate FLAS awards are in addition to any need-based aid students otherwise receive, substantially increasing the number of undergraduates studying at the advanced level.

## **2. QUALITY OF CURRICULUM DESIGN**

### **A. Incorporation of South Asian instruction into the curriculum**

Cornell and Syracuse are both well known for interdisciplinary research and education. Largely because of 30 years of NRC funding, the South Asian Studies curriculum is now well established at both schools as a vibrant interdisciplinary area program (not a department or independent institute). As Chart 2 below indicates, we offer a wide array of options to students with appropriately robust requirements for the development of area and language expertise.

**Chart 2: Majors, Minors, Certificate Programs Available through this NRC**

Cornell University	Syracuse University
Undergraduate	
Major: Asian Studies for College of Arts & Sciences students: Req. 30 credit hours plus 2 years of Bengali, Hindi-Urdu, Nepali, Sanskrit, Tamil, or Sinhala	Minor: South Asian Studies. Req. 18 credit hours
Minor: South Asian Studies: Req. 18 credit hours including two language courses Language study is strongly encouraged	Minor: Medical Anthropology includes South Asia coursework and overseas engaged learning. Req. 18 credit hours
Major: International Agriculture and Rural Development (IARD) core requirements of 30 credit hours--including international experience, area studies courses, capstone, and ethic courses. Language courses are highly recommended. An addl 30-35 credits are taken for the concentration	Minor: Health & Wellness includes South Asia coursework and overseas engaged learning. Req. 18 credit hours. Hindi counts toward requirements
Minor: International Agriculture and Rural Development (IARD), 15-18 credit hours (5 courses minimum)	Concentration: International Relations Program. Req. 9 credit hours plus 2 years of a priority language
Minor: Global Health, 15 credit hours; + 8 weeks of summer field experience	The Department of Languages, Literatures and Linguistics has revised its introductory courses to emphasize oral proficiency and has established three semesters of four-credit courses as the introductory level requirement for all second languages
Minor: Education, 26 credit hours plus capstone experience, which can be on a South Asia topic	
Graduate: Academic – All supported by South Asian focused faculty	
M.A. in Asian Studies with Concentration in South Asia: Req. language proficiency of at least 3 years of normal study, 24-32 credit hours (8 course min)	M.A.: NYS-approved- Certificate of Advanced Study in South Asia. Req. 12 credit hours. Hindi counts toward requirements
Ph.D. in any field may do an unofficial concentration in South Asian Studies or the South Asian sub-region. Req. Language and area studies competence sufficient for intended research. Credit requirements as required by the student's committee	Ph.D.: NYS-approved- Certificate of Advanced Study in South Asia. Req. 12 credit hours Hindi counts toward requirements
Graduate: Professional – All supported by South Asian focused faculty	
Master's of Professional Sciences Studies in Communication, International Agriculture & Rural Development, International Development, Natural Resources, Nutrition, Population, and Public Affairs 30 credit hours, 8 to 10 years work experience	M.A. in International Relations: Req. 2 years of college language. Req. 30 credit hours
	Master's in Public Administration: 2 years of college language. 40 credit hours.
Master's in Public Administration, a highly interdisciplinary program, 48 credit hours	A two-year Master's dual degree linking International Relations & Public Administration. 58 credit hours
Master's degree in City and of Regional Planning, 60 credit hours, 30 within Department	Executive Education Programs for mid-career professionals in International Relations & Public



Cornell University	Syracuse University
of City and Regional Planning	Administration. Credit hours vary
Master's in Architecture (Professional), 114 total credit hours	M.A. in Documentary Film and History. 38 credit hours
	Goldring Journalism Program, M.A., 36 credit hours.
Master's in Fine Arts, 60 credit hours	Master's in Public Diplomacy. 58 credit hours
M.B.A: 1 yr and 2 yr with opportunities to focus on Indian markets and finance, 60 credit hours each	Certificates of Advanced Study in Public Health (15 credit hours), Post-Conflict Reconstruction (12 credit hours), Women & Gender Studies (12 credit hours), and Civil Society Organizations (15 credit hours)

At both universities, undergraduate minors often integrate their expertise in South Asia into an honors or distinction thesis for their major department. At Syracuse, ten Honors Capstone projects have been completed in the last four years focusing on topics such as water and health in Rajasthan, street temples in Madurai, and girls' education as related to menstrual practices. The course list in the Appendix shows the breadth and depth of courses offered through this NRC.

### **Training Options for Graduate Students**

Our students enroll in one of the major programs administered by their respective graduate schools and form interdisciplinary graduate committees. Critical to integrating graduate education within this NRC is a long-standing agreement between Cornell and Syracuse that graduate students from one institution may take courses on the other campus. South Asia faculty are able to serve on graduate committees at both institutions. Most Syracuse doctoral students studying South Asia participate in a proposal-writing workshop run by the Co-Director of the Syracuse South Asia Center, Susan Wadley. Their Cornell counterparts typically take proposal-writing courses within their primary graduate field supplemented by assistance offered through the ECIS and the Cornell South Asia Program. The NRC holds memberships in American Institute for Bangladesh Studies (AIBS), American Institute for Indian Studies (AIIS), American

Institute for Pakistan Studies (AIPS), American Institute for Sri Lanka Studies (AISLS), and the Association for Nepal and Himalayan Studies (ANHS). These facilitate faculty and student research in South Asia and provide access to research fellowships (see page 45 for success information).

Graduate students from the consortium, and now undergraduates from Syracuse, regularly take language classes through the South Asia Summer Language Institute (SASLI), American Institute of Indian Studies (AIIS) in India and Cornell's intensive Summer Nepali Program, in addition to other overseas language programs. In the last grant cycle, 10 students attended SASLI and 21 attended AIIS. Graduate students from the NRC and other national institutions comprise most of the students attending Cornell's summer Nepali Program. During the last project period, 43 students enrolled in summer Nepali at Cornell.

### **Results of High-Quality Graduate Training**

We have an excellent track record in placing students and track the careers of graduates of South Asian studies. Please see Impact & Evaluation Section, page 44 for details.

### **B. Academic & Career Advising**

Academic Advising: All our faculty advise undergraduate majors and minors, graduate, and professional degree students. At Syracuse, the South Asia Center Director(s) advises all South Asia undergraduate minors and graduate students seeking the Certificate of Advanced Study in South Asia. NRC South Asia graduate students receive areal guidance within their committee. At both schools, faculty advisors consult with professional advising staff. NRC faculty mentor students at both institutions.

Career Advising: Students in the NRC receive career advice from faculty, alumni networks, and specialized university offices. At Cornell, graduate advisors provide specialized

career advice, while the Graduate School offers workshops related to dissertation writing, job applications, interviews, and teaching. Both universities offer extensive career advising through their university career services centers and College placement offices, including Cornell's new Graduate and International Career Advisor.

Study Abroad & Access to Other Institution's Programs. Cornell and Syracuse each runs distinctive study abroad and engaged learning programs in South Asia as shown in Chart 3 below. In the last grant cycle, 376 students participated in Study Abroad options in South Asia.

**Chart 3: Cornell-Syracuse Study Abroad Options in South Asia**

Cornell University	Syracuse University
<b>Undergraduate Semester/Year Abroad</b>	
Nepal Tribhuvan National University plus field research via Cornell-Nepal Study Program (CNSP) in Kirtipur (Kathmandu)	World Partner agreements with the South Indian Term Abroad program (SITA) in Madurai run by a consortium of colleges, to the School for International Training (SIT) programs on development and health care in New Delhi, and Pitt in the Himalayas, which focuses on environmental issues. All require language training as part of their program.
Field-based study and research on biomedicine, nutrition, land rights, and agriculture via Cornell's Nilgiris Field Learning Center (NFLC) in South India	
Classroom study and homestay plus field research via Inter-collegiate Sri Lanka Educational Program (ISLE) at Peradeniya University (Kandy)	
Joined the IIE's Generation of Study Abroad Initiative to bring undergraduate rates of international experience to 50% within 5 years.	
<b>Undergraduate Short-Term Courses Abroad</b>	
<i>Agriculture and Developing Nations</i> course students study agriculture and development with student cohorts from major Indian agricultural institutions (Acharya N. G. Ranga Agricultural University; Tamil Nadu Agricultural University; and the University of Agricultural Sciences, Dharwad)	<i>Bollywood Practicum</i> is a 3-credit, three-week, hands-on production course that offers students an intensive experience studying film and/or video production in Bollywood. Students are introduced to the history, aesthetics, language, business, and process of filmmaking in India, and incorporate these into their own media project. Cultural outings, film screenings, and other experiences will be used to supplement the classroom activities in order to deepen the understanding of the experience abroad.
	<i>Mumbai: Landscape of Urban Misuse Architecture.</i> Through a series of urban mapping exercises students will study and document the various 'cities' that coexist within Mumbai and are in a process of constant contestation and flux. These produce a landscape of fantastic disjunctions of use (misuse) and offer multiple readings of the city. Discussion sessions, readings, site visits and guest presentations will be offered in addition to drawings, mappings

Cornell University	Syracuse University
	and observations made by students.
<b>Undergraduate &amp; Graduate Research Travel</b>	
Memberships in American Institute for Bangladesh Studies, American Institute for Indian Studies, American Institute for Pakistan Studies, American Institute for Sri Lanka Studies, (CU only) and the Association for Nepal and Himalayan Studies (CU only) facilitate research fellowships and opportunities in South Asia.	
<b>Overseas Institutional Ties</b>	
Acharya N. G. Ranga Agricultural University (Hyderabad), G.B. Pant Agricultural University (Dharwar, Uttaranchal Pradesh), Indian Institute of Technology (Kanpur), National Agricultural Research Council (Delhi), Pune University, Tamil Nadu Agricultural University (TNAU) (Coimbatore), Tata Institute for Social Sciences (Mumbai), and University of Agricultural Sciences (Dharwad, Karnataka), University of Veterinary and Animal Sciences (Lahore), Bagabandu Sheikh Mujibur Rahman Agricultural University, the Bangladesh Rice Research Institute, the Rangpur Dinajpur Rural Service, and the Bangladesh Agricultural Research Council (BARC), Tribhuvan University in Nepal, Universities of Peradeniya and Colombo in Sri Lanka	Falk College of Sport and Human Dynamics work with Madras Christian College and Lady Irwin College in Delhi as well as the M.S. University of Baroda
	Maxwell School regularly works with the Indian Institute of Management/Bangalore and the Indian Institute of Business in Hyderabad
	SAC works closely with the Diplomacy and International Studies Institute of Higher Education in Kabul, University of Afghanistan, where the Vice-Chancellor for Institutional Development is an SU alum.
	Hosted a faculty fellow from the G. C. University of Fasailabad in the fall of 2013
	In conjunction with Sultana and the Grameen Bank, SU has sent one group of interns to Bangladesh and will be sending more in the future.
	Cooperative agreements with Eastern University in Dhaka

The NRC has study abroad offices that support students participation in internal and external study abroad programs. The NRC disseminates information on South Asia programs each semester. Cornell Task Force for Internationalization funds will support need-based travel scholarships to CNSP. Summer fellowships to visit South Asia for the first time are offered to undergraduates with intermediate-level language proficiency by Cornell's Department of Asian Studies while SU's Honors Program funds research for Capstone projects.

### 3. NON-LANGUAGE INSTRUCTION

#### A. Quality of and Extent of Course Offerings

The consortium collectively offers 182 courses related to South Asia in 39 non-language disciplines, as summarized in Chart 4 and as detailed in the course list. Cooperative

arrangements allow any graduate student at either university to take the courses available at both, with detailed searchable databases of all South Asia-related courses available on our websites.

**Chart 4: Number of Courses by University and Discipline**

<i>Partner Institution</i>	<i>Humanities</i>	<i>Social Sciences</i>	<i>Applied Sciences</i>	<i>Prof. Schools</i>	<i>TOTAL</i>
<i>Cornell</i>	<i>45</i>	<i>18</i>	<i>12</i>	<i>12</i>	<i>87</i>
<i>Syracuse</i>	<i>61</i>	<i>24</i>	<i>1</i>	<i>9</i>	<i>95</i>
<i>Consortium Total</i>	<i>106</i>	<i>42</i>	<i>13</i>	<i>21</i>	<i>182</i>

Professional Programs: As noted on page 9 Cornell and Syracuse both offer diverse professional degrees. Several changes affect Syracuse's programs significantly. In the fall of 2013, Maxwell became a partner with the Center for Strategic and International Studies in Washington D.C., giving our students access to their facilities and institutes, including their programs on South Asia. Equally important is Syracuse's Institute for National Security and Counter Terrorism (INSCT). The Falk School has a growing program linking to South Asia in the Department of Public Health, Food Studies, and Nutrition. In the Whitman School of Management, a national leader in entrepreneurship, M. Schindehutte held a Fulbright in 2013 that explored entrepreneurship in Goa. In the School of Education, Thomas Brutsaert, a specialist in high altitude adaptations, held a Fulbright in 2013 to North East University in Shillong and is developing a research program there that will lead to student research opportunities.

### **B. Depth of Specialized Course Coverage**

As can be seen from our course list appendix the NRC offers 120 courses at advanced or specialized levels in 39 non-language disciplines. That is, for every discipline in which the consortium offers courses, it is able to offer courses at advanced levels. The NRC has increased depth and breadth of coverage in the past four years. Syracuse has made seven new hires across four schools, plus three adjunct professors in the Washington Program. Core additions are in

religion, literature and political science (and history for fall 2014) while professional hires were made in architecture and marriage and family studies. Cornell's six professorial hires in South Asia since 2010 indicate the university's expanding commitment to areas of gender and sexuality studies as well as applied science, agricultural development, sociology, and applied economics.

### **C. Interdisciplinary Courses**

Interdisciplinary studies are core to both universities' missions and NRC faculty are committed to furthering this mission. A glance at the course list reveals interdisciplinary offerings. Many of the consortium's faculty have strong interdisciplinary training that is reflected in their teaching. Joanne Waghorne's courses on religion and globalization bring theoretical perspectives from sociology, economics, political history and cultural studies into conversation with religious studies. Durba Ghosh and Lucinda Ramberg teach courses in history and anthropology informed by theoretical developments in gender and sexuality studies.

#### **Proposed new interdisciplinary courses**

Syracuse plans three new interdisciplinary courses, dealing with nutrition and disease, women and violence, and policing in South Asia respectively, taught by Sudha Raj (Food and Nutrition), Himika Bhattacharya (Women and Gender Studies), and Radha Kumar (new hire for Fall 2104) (History). All will contribute to the SA Minor.

### **D. Sufficient Numbers of Faculty**

Cornell and Syracuse together have 40 core faculty members and 60 associated faculty. Core faculty are those whose South Asia-related activities (teaching, research, and publication) are at the level of 50% or higher. Associated faculty members are in diverse disciplines, enriching our program through South Asia teaching interests or practical cultural interests in the

region. In the CV's in the appendix we have noted the contribution to South Asian Studies of all consortium members.

### **Faculty and Instructional Assistants Pedagogy Training**

NRC professorial and professional lecturer faculty provide most campus instruction themselves. Faculty pedagogy is nurtured at Cornell through the Center for Teaching Excellence and at Syracuse through the Office of Faculty Development, offering regular workshops on all aspects of teaching, while language faculty receive additional teaching development opportunities through Cornell's Language Resource Center. In addition, the NRC offers extensive pedagogy training to graduate students, partly in preparation for career placement after graduation, through the Teaching Assistant and Future Professoriate Program, Graduate School workshops, and the J.S. Knight Writing Program. Specific pedagogical training for language TAs is further discussed on page 10.

## **4. LANGUAGE INSTRUCTIONAL PROGRAM**

### **A: Extent of South Asia Language Instruction**

The consortium currently offers regular instruction in seven South Asian priority languages: Bengali, Hindi, Urdu, Nepali, Persian, Sinhala, Tamil, plus two more South Asian languages that are not on the LCTL list: Sanskrit and Pali.

Within the consortium last year 61 regular courses in South Asian languages were taught. All the South Asian language courses are open to all the students in the consortium. In this grant cycle, we plan to **expand the teaching of 4 priority languages** (Tamil, Sinhala, Urdu, and Hindi) and further **institutionalize 4 priority languages that have been supported by NRC funds** (Nepali, Sinhala, Hindi and Bengali).

**Language Instruction Expansion**

**Tamil:** The Shared Course Initiative (SCI) funded by the Mellon Foundation via Cornell's Language Resource Center (LRC) provides Tamil instruction to Cornell students. We hope to expand this Tamil instruction to Syracuse students as the LRC develops new classroom technologies needed to add another off-site classroom.

**Sinhala:** Beginning in Fall 2014, Sinhala will be offered to Yale University and Columbia University by Cornell's Sinhala Lecturer, via the SCI which brings Tamil to Cornell.

**Urdu:** Graduate student and faculty involvement with Urdu studies has grown rapidly in recent years. Cornell's SAP faculty members Robert Travers and Durba Ghosh (History) and Iftikhar Dadi (History of Art) now regularly admit graduate students working on topics related to Urdu, including projects in colonial-period and post-colonial India, Pakistan, and Bangladesh, as well as Islamic modernism. In response, Cornell will increase course credits and contact hours for intermediate Urdu and add an advanced Urdu course.

**Hindi:** Syracuse will begin to offer Hindi via a video-conferenced classroom to its Washington D.C. campus and to OCC in order to expand access to this priority language.

**Institutionalization of NRC Funded Languages**

**Nepali:** Cornell reinforces strong institutional commitments to Sri Lanka and Nepal/Bhutan. University administrators recognize that Cornell is the only academic institution outside Asia where Sinhala and Nepali are regularly taught during the academic year and accept a national and international responsibility to studies of Nepal and Sri Lanka. The SAP has achieved commitments from Cornell to fund Nepali in full beginning with this grant period.

**Sinhala:** Cornell will also increase institutional funding for Sinhala and plans to zero out NRC funding for Sinhala by the end of Year 4 as described in the Executive Summary.



**Hindi:** At Syracuse by year three, the NRC will fund only one semester of Hindi.

**Bengali:** Cornell has provided high-level development support to seek external funding for Bengali. We hope to remove Bengali from the NRC budget after Year 4.

**Enrollment**

During AY 2012-13 there were 88 NRC students enrolled in sixteen first-year language courses. During the same period, 98 NRC students enrolled in language courses at the second-year level or above.

**B. Depth of Language Instruction**

It is an unusual strength of the consortium that it offers regular three-year sequences in all of its campus-based modern South Asian languages except Urdu (which will expand in this grant period) and Tamil, with independent study courses available for more advanced work. First-year instruction is offered on a semi-intensive basis with four to seven contact hours a week. Instruction at all levels is proficiency-based. A two-year sequence in modern Persian is also available, augmented by AIIS' Mughal Persian course available on request.

**Hindi and Urdu:** Hindi is a three-year sequence at both institutions, with fourth-year Hindi via directed study courses. All Syracuse graduate students studying at the advanced Hindi level have had a summer or year on the AIIS program in India. At Cornell Urdu is a two-year sequence and will be expanded into the third year during the project period, open to Syracuse students. We will also encourage students to participate in the AIIS Urdu program.

**Nepali and Bengali:** These have regular three-year sequences, with fourth-year study available through directed study courses. Cornell's summer program in Nepali is an intensive six-week course with 120-140 contact hours and multiple levels.

**Sinhala:** Sinhala has a four-year sequence, with the first two devoted to colloquial forms of Sinhala and the last two to literary language (Sinhala is diglossic).

**Tamil:** Tamil is offered as a two-year sequence through the SCI agreement with Columbia University which provides video-conferenced teaching plus on-site visits. The Tamil Studies Initiative (see Exec. Summary) is intended to provide a foundation for expanding the Tamil language curriculum.

**Sanskrit and Pali:** Sanskrit is co-taught by Asian Studies and Classics at Cornell. Separate classes in Buddhist Sanskrit and Pali are provided within Asian Studies.

**Foreign language Use in Courses Other than Language, Linguistics, and Literature**

NRC faculty incorporate materials in South Asian languages into their seminars and directed research classes. At Syracuse, students bring Hindi into course in anthropology and religion and Bengali into the seminars in history. At Cornell, texts in modern languages such as Hindi, Urdu, Nepali, and Sinhala are read in advanced anthropology, religion, art history, philosophy courses, as are historical materials in Sinhala, Sanskrit, Urdu, Persian, and Pali.

**C. Sufficient Numbers of Language Faculty**

The language courses at Cornell and Syracuse are taught by 14 instructional staff including the Tamil Lecturer off-site. We appoint an additional instructor for the summer Nepali language program, and a Teaching Assistant in Hindi at Cornell.

**Professorial:** Bhatia, Blackburn, Boucher, and McCrea

**Lecturer:** Gocheleishvili, Herath, Singh, Ruppel, and Sudhananda (Columbia)

**Senior Lecturer:** Mukherjee and Oja

**Instructor:** Wilson and Tabesh

**Teaching Associate:** Rizvi

**Teaching Assistant:** changing Hindi personnel

**Pedagogy Training for Language Teaching Staff**

Both Syracuse and Cornell have trained, full-time teaching staffs. Our NRC language faculty are active in professional development activities related to classroom pedagogy, web-based learning, and proficiency testing. The NRC actively supports our language professionals in materials development and the attendance at professional workshops. For instance, recent events include a Computer-Assisted Pronunciation Training Workshop, a lecture on Face-to-Face and Computer-mediated Collaborative Writing: Opportunities for Second-language Learning, and a Workshop in Student Video Production for Language Learning. Our NRC encourages our instructors to draw on the resources of the website of the Title VI South Asia Language Resource Center (SALRC) and SASLI. SASLI, hosted at University of Wisconsin-Madison, is dedicated to training students, faculty, and professionals South Asian languages. Each summer SASLI coordinates a week-long pedagogy workshop for incoming instructional staff. In 2014, it offered 11 modern languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sinhala, Tamil, Telugu, Tibetan, Urdu) and 1 classical language (Sanskrit) at elementary and intermediate levels. Newly hired lecturers and teaching associates receive regular mentoring and ongoing support from senior colleagues in their departments, as well as Cornell's LRC. This includes detailed inter-faculty engagement on syllabus development, classroom strategies, and the integration of web-based with classroom work. At Cornell's Department of Asian Studies, a semester-long two-credit Spring course in pedagogy is required of all new TAs teaching Asian languages, and open to other new language instructors.

In addition, our faculty participate in specialized training. Some highlights include:

- Syracuse's Dr. Bhatia is one of the few scholars in the country who combines research in language acquisition with that in the pedagogy in South Asian languages.

- Cornell's Sreemati Mukherjee recently completed "renorming" sessions to maintain her certification as a tester using ACTFL and ILR proficiency guidelines.

### **Proposed Pedagogic Training**

In this grant cycle, we propose placing special emphasis on developing our language faculty members' skill and flexibility in language proficiency pedagogy and evaluation.

- One or more workshops will be held annually at Cornell for NRC faculty, other Cornell language faculty, and regional faculty colleagues to refine faculty members' understanding of how to accurately translate between ACTFL and ILR proficiency scales when conducting and reporting proficiency test results.
- A SASLI workshop will be held to develop a standardized approach to translating ACTFL and ILR scales. The intention is to develop a standardized approach to translating these scales for use across the Title VI NRC community.

### **D. Quality of Program**

#### **Performance-based Instruction Being Used**

All classroom instruction is carried out in the target language. Classes rely on large and small-group work, and on role-playing in practical scenarios with visual aids and/or outside visitors, using situational reinforcement. More advanced students work with films, newspapers, television shows and newscasts, and with materials specifically related to the students' interests.

#### **Adequacy of Resources for Teaching and Practice**

Our NRC instructors make regular use of audiovisual resources - some quite extensively - and are fully supported in this effort by their universities. The Language Resource Center at Cornell and the Syracuse Language Lab provide ample space and equipment for student and faculty use.

At Syracuse, a Hindi web page developed by former Syracuse Hindi instructor Jishnu Shankar provides reading, oral and listening practice for SU Hindi students from any computer. Cornell language faculty continue to augment audio/visual and online materials. For instance, Sreemati Mukherjee recently developed new Web Audio Lab (WAL) materials for Bengali and digitized materials earlier prepared for cassette use by the doyen of Bengali studies, Edward Dimock, to expand materials available for students' listening comprehension and pronunciation activities. Sujata Singh has begun to develop WAL materials for Hindi, some of which will be live by summer 2014, as well as a Media Library of Hindi audio/visual materials for all levels, including news clips.

Our NRC faculty have been very active in producing South Asian language materials for public distribution. Bhatia's instructional book on Colloquial Hindi, first published in 1997, underwent six reprints and appeared in a second revised edition in 2007. Bhatia also co-authored a multimedia language course on Colloquial Urdu (2013) and co-edited a new book on second language acquisition (2009). Cornell continues its national leadership in teaching Nepali and Sinhala by generating vital, readily available instructional materials

<http://sap.einaudi.cornell.edu/publications>. Recent publications include a revised edition of *Nepali: A Beginner's Primer Conversation and Grammar* (Oja & Oja, 2013), *Introductory Sinhala Curriculum Project* (Liyanage & McGarry 2011) (funded by USDE), and *Reading and Writing Practice with the Sinhala Alphabet* and *Beginning Colloquial Sinhala: A Student Reader* (Herath 2011).

### **Language Proficiency Requirements**

Both Cornell and Syracuse have rigorous language requirements. NRC language faculty use ACTFL proficiency guidelines for evaluation of modern South Asian languages. All of our

language teaching staff has developed situation dialogs along ACTFL lines that can be used in testing language proficiency. Although no language-specific ACTFL guidelines are available for Nepali, the Nepali Senior Lecturer, Shambhu Oja, uses the general ACTFL guidelines in proficiency testing. Both Bhatia (Hindi) and Mukherjee (Bengali) are certified and conduct regular testing for other university and government agencies.

## **5. STRENGTH OF LIBRARY**

With a combined total of 809,415 books and monographs and 9,258 serials and periodicals, the library resources of the consortium represent one of the largest collections of South Asian materials in the country.

### **A. Scope of the Collections**

Syracuse and Cornell have substantial, complementary collections, with Syracuse's focusing on English-language items and Cornell's split evenly between items in English and South Asian languages. The total number of library titles at Cornell centering on South Asia is 490,647 while that at Syracuse is 318,768. Of these 318,768 titles, there are 312,046 printed books and monographs that are catalogued in the general collections, of which 268,101 are in English and 43,945 in South Asian languages. The collection also includes 258 serials and periodicals; 2,118 video recordings (English and Hindi); 4,176 maps; 241 atlases; plus a sizeable number of slides and microfilms. 86% of the books and monographs in Syracuse's South Asia collection are in English, with the remainder in different Indian languages.

The South Asia collection at Cornell's Kroch Asia Library holds 439,849 printed monographs and 9,000 serial titles in hard copy, with emphasis on history, literature, religion, philosophy, linguistics, and the social sciences. Of these, approximately 50% are in English, with

the other half in Hindi, Tamil, Urdu, Sinhala, Nepali, Bengali, Sanskrit, Pali, Prakrit, Telugu and other regional languages.

In addition, Cornell's other unit libraries dedicated to the fine arts, life sciences, music, engineering, and labor history/labor relations hold another 50,798 titles dealing directly with South Asia. Electronic resources have augmented Cornell's traditional print resources dramatically in recent years. Bundled electronic serial deals have raised the total number of journals from or bearing on South Asia to over 20,000, in a wide array of disciplines. Cornell is also up to date with large commercial databases, including the Historical Times of India online and the British Foreign Office Files for India, Pakistan and Afghanistan. Syracuse's Special Collections include Rudyard Kipling and the photographs of Margaret Bourke-White, as well as the Smith Poster Archive of some 3,568 popular lithographs of Hindu icons from India. Both Syracuse and Cornell collect actively in digital media, including documentary and popular films in various languages, and full-text online subscription resources, as well as South Asian visual materials and ephemera. Cornell's Klaus Ebeling Ragamala research collection (c. 3,500 slides of an historic Indic artform) will be freely available online.

The distinguishing features of Cornell's South Asian Studies academic program also distinguishes the Cornell University Library among its peers. In addition to broad and diverse coverage of the South Asian subcontinent as a whole, Cornell has developed pockets of expertise characterized by deeper collecting in Cornell's niche areas of South Asia expertise, Nepal and the Himalayas, Sri Lanka, and Buddhist traditions. This entails particularly substantial collections in Sinhala and Nepali. Decisions about the cultivation of deep niche collections are made collaboratively with other institutions that maintain strong South Asia-related collections. This now results in a greater diversity of South Asia library resources in the national collection.

**Financial Support of our Collections**

We have dedicated South Asian librarians and library budgets. At Cornell, Bronwen Bledsoe and one half-time assistant devote their hours exclusively to the South Asian collection. She travels annually to South Asia for acquisitions. The total commitment of library staff salaries at Cornell is currently \$110,970. In recent years the annual acquisitions budget for South Asia has exceeded the \$100,000 mark. Syracuse's librarian, Urmila Sharma, dedicates approximately 30% of her time to managing the collection, and is supported with acquisitions and cataloging department staff time, for a total commitment of \$34,238 in salary support and \$104,292 in acquisitions budget support.

**B. Cooperative Arrangements**

Both Cornell and Syracuse are active participants in interlibrary loan and information sharing by electronic means. The main tool for discovery is the OCLC database, holding billions of records from thousands of lending institutions in North America. Delivery is through InterLibrary Loan, or in Cornell's case through BorrowDirect, a rapid book-sharing service for faculty, staff and students from Cornell, Brown, Columbia, Dartmouth, the University of Pennsylvania, Princeton, Yale, Harvard, MIT, and Chicago. Thanks to a Mellon-sponsored initiative called 2CUL, the Cornell University Library and the Columbia University Library have begun to fashion a collaborative collection that will draw on each partner's strengths and be delivered to users through an expedited borrowing system, with extended loan periods for faculty. 2CUL cooperative collecting aims to reduce unnecessary duplication in holdings, augment each institution's specialties, and maintain local collections that meet the specific projected needs of its graduate students and faculty. For instance, according to the 2CUL



agreements, Cornell devotes special attention to collections in Sinhala, Nepali, and in Bengali from Bangladesh while Columbia picks up Urdu, Bengali from India, and Tamil.

### **Access to Our Collections**

Our collections are incorporated into the OCLC database and are freely visible to online users anywhere. Both Syracuse's and Cornell's reference collections and general stacks are open to the public, including teachers, businesses and the media. Anyone is welcome to visit and to use our print and electronic resources on site. The consortium's offices on both campuses also maintain their own lending library of audio, visual, and other instructional materials, along with runs of journals from and on South Asia.

## **6. QUALITY OF STAFF RESOURCES**

### **A: Teaching Faculty and Staff Qualifications**

The consortium is led by a core of 40 faculty members who participate actively in South Asia related activities and training programs. The consortium is also successful in attracting associated faculty members in related disciplines to participate in its training and research. Chart 5 demonstrates our overall faculty strength.

**Chart 5: Number of Consortium Faculty by Type of Discipline**

<b>Faculty by Institution</b>	<b>Humanities</b>	<b>Social Sciences</b>	<b>Natural Sciences</b>	<b>Professional Programs</b>	<b>TOTAL</b>
Cornell	16	13	17	10	56
Syracuse	13	14	2	10	39
<b>TOTAL</b>	<b>29</b>	<b>27</b>	<b>19</b>	<b>20</b>	<b>95</b>

The excellence of the faculty is demonstrated by their publication records as well as by the numbers of prestigious grants, fellowships, and honors they have been awarded, and by their record of national and international service. Consortium faculty hold high administrative office on their own campuses as well as national and international organizations dedicated to the scholarship of South Asia. See CVs in the appendix for details.

### **Faculty and Staff Development Opportunities**

Both universities have generous programs for faculty and staff development, including research and travel funds, plus sabbatic and (at Cornell) study leave. Each institution maintains an office of sponsored programs to support campus-wide grant applications. Consortium faculty members also regularly attend regional, national, and international professional meetings and conferences. They travel to South Asia for further research, meetings, and training. Cornell's ECIS Seed Grant and Small Grant Program supports faculty and graduate research agendas as do Moynihan and the Maxwell School. SAP faculty members are regularly appointed as faculty fellows within Cornell's prestigious Society for the Humanities to support the development of new courses on South Asia and cutting-edge research in the South Asia Humanities. The new ECIS Internationalization Fellows Program, providing three years of course release plus research support, includes South Asia Program faculty such as incoming fellow Saurabh Mehta (Nutritional Science, College of Agricultural and Life Sciences).

As discussed in Section 4, language teaching faculty members at Syracuse and Cornell receive institutional support to develop language pedagogy and course materials. In addition, all faculty at both institutions receive the curricula and teaching development opportunities described at length in section 4 (page 16), including classroom and research technology training for all of their staff members, such as a Summer Institute for Technology-Enhanced Teaching

and Learning attended by art historian Romita Ray in 2013. Administrative staff working within the Cornell-Syracuse NRC regularly undertake workshops and courses in budget and information systems through offices of human resources.

**Teaching and Advising**

Although some of the consortium's associated members in the natural sciences are engaged primarily in research work with graduate students, our core faculty in the social sciences and humanities typically teach two courses per semester. These courses are balanced so that three undergraduate courses are taught for every graduate course. All faculty hold scheduled office hours, providing individual student coaching and assistance.

**B. Governance of Program**

The NRC main administrative apparatus is at Cornell under the guidance of Anne M. Blackburn, Professor of South Asia Studies & Buddhist Studies and Director, Cornell South Asia Program. At Syracuse, the Director of the Syracuse South Asia Center is Susan S. Wadley, Ford Maxwell Professor of South Asian Studies. Both directors have long experience in South Asia and South Asian studies. They are active in intellectual fora in South Asia and internationally, and hold leading positions in professional organizations and publications related to South Asia Studies as indicated in the attached CVs.

The consortium has support staff at both centers. During the forthcoming 4-year grant period, the consortium will centralize further coordination of outreach in order to maximize impact. Many of the NRC's outreach activities will be administered through CERIS. We seek NRC funding to support a South Asia-focused CERIS staff member working 10 hours/week throughout the year. The consortium will coordinate with CERIS under the supervision of Cornell's Program Manager William Phelan and Syracuse's Associate Director and Outreach

Coordinator Emera Bridger Wilson. Phelan and Bridger Wilson are the main points of administrative contact between the consortium and the NRC program, and play a major role in NRC reporting and the administration of FLAS fellowships. Phelan is assisted by Durga Bor, part-time Administrative Assistant at Cornell's SAP. See further CVs in the appendix.

The NRC on both campuses carries out most administrative and educational duties through committees that include faculty across disciplines, units, and ranks, including a Steering Committee, FLAS Fellowship Committee, and a Travel Grant Selection Committee. Additionally, Cornell has a Library Committee. Consortial decisions are made consensually by the directors in concert with their faculty. In addition to the center staffing described above, each of the two offices has further staff support. The ECIS and the MIGA both provide staff support for their centers' webpage and communication and computer systems, human resources, and accounts review. Cornell's SAP has leveraged institutional funds from ECIS to add 10 hours of administrative assistance to the program beginning in the summer of 2014. This will facilitate expansion of the SAP's seminar and conference programming, as well as our collaborations with Cornell Abroad. Syracuse receives a part-time graduate assistant through the the International Relations Program. General oversight for all staff related to the Cornell-Syracuse South Asia Consortium is provided by the international centers in which they are located.

### **C: Nondiscriminatory practices**

Both our universities have clear non-discriminatory policies to which the SAP and the SAC rigorously abide. Cornell's "Open Doors, Open Hearts, and Open Minds" policy, included in this application, guide us in ensuring that different personal characteristics such as race, sex/gender, age, national origin, religion, sexual orientation, disability status, veteran status, ex-offender status receive wide representation at all levels in the university. Cornell has an

evaluation plan in place that examines personnel activity, compensation systems, selection processes and recruitment and referral systems as well as temporary placements and term appointments to determine whether there are disparities in the employment or advancement of minorities or women. Details of what Cornell has done to ensure diversity over time is included in the GEPA section immediately following the narrative.

Diversity and accessibility are among the five core values of Syracuse's mission, with our recent Chancellor Nancy Cantor advocating "Scholarship in Action" as one of the primary goals of the university Syracuse University has taken this charge to heart, and the South Asia Center joins in these activities through its outreach programs. Syracuse also has a renowned program in disability, The Center on Human Policy, Law, and Disability Studies, and is a leader nationwide in disability studies. One recent Syracuse doctoral student was not only blind himself, but wrote his dissertation on the Indian movement for the blind that led to India's disability rights law in the late 1990s. The Syracuse Veterans program is nationally recognized.

## **7. OUTREACH**

### **A: Measurable Regional and National Impact**

For details about the impact of our extensive and successful outreach work please see page 45.

#### **Elementary and Secondary Schools**

We have a strong track record of outreach with K-12. In this grant cycle we focus on larger-scale and higher-impact K-12 activities-that influence the education pipeline through teacher training. We have worked with our K-12 partners to develop the following resources to address critical needs.

1. International Studies Summer Institute (ISSI) will provide thematic (e.g. Teaching Global Competency through Arts, Gender and Sexuality in Asia) curricular development for K-12 and pre-service teachers in an intensive workshop environment.
2. Solvay School District is home to a diverse and low-income student population. SAC and the Syracuse School of Education will work to expand their teachers' readiness to draw South Asia materials into the global curriculum. This creates a model for continuing work in other districts.
3. Syracuse City School District contains a large Nepali refugee population. Syracuse will develop materials for in-service training to affirm Nepalese traditions.
4. The After-School Language and Culture Program led by Cornell enhances K-12 global curricula via sustained volunteer presence in Ithaca City and Trumansburg School districts.
5. Through Boards of Cooperative Educational Services (BOCES) Syracuse will continue offering three programs yearly to K-12 teachers, including arts programming, that will enrich their classrooms.
6. Our NRC is a founding member of the South Asia National Outreach Consortium (SANOC) that created the South Asia Book Award (SABA) to recognize outstanding literature about South Asia. Through SABA, we will help to provide 1) K-12 teacher and librarian staff training; 2) create an online course for continuing studies in South Asian literature at UW-Madison; 3) present at national library and teacher conferences throughout the U.S.; and 4) distribute SABA award books to under-served schools.

**Community Colleges, MSIs and Schools of Education**

We have developed some exciting partnerships for this grant cycle with Onondaga Community College (OCC), Mohawk Valley Community College (MVCC), and Tompkins Cortland Community College (TC3), Syracuse University School of Education, Ithaca College

Program of Education, SUNY-Cortland Program of Education, and Cornell University Minor in Education Program. Our key post-secondary outreach activities are mutually reinforcing: *course development, internationalizing student experience, and faculty development*. Widening our community college and school of education partnerships will also provide our own faculty and graduate students with vibrant new interlocutors prepared to help us make areal and language resources available to a much larger population.

### **Course Development**

We will develop three new curricula offerings for community colleges, and one jointly to community college and program of education partners.

1. Modern South Asia Course: Syracuse will collaborate with OCC to offer this course in Years 2 and 4. Having hosted a recent Fulbright Scholar, OCC has a special interest in South Asia.
2. Hindi Language: We will also provide two levels of Hindi with Beginning Hindi offered in Year 2, and both Beginning and Intermediate through the end of the grant period.
3. Modern Asia Course: Cornell houses three NRC programs (East, South, and SouthEast Asia). The three Asia Programs will collaborate with TC3 to create this course. It is intended as a flexible course rubric to draw Cornell into TC3's evolving international curriculum; topics and focal sub-regions will vary according to TC3 needs.
4. Education in Asia Course: Developed collaboratively by Cornell's 3 Asia Programs this will be offered to all our partners.
5. Syracuse will work with the Syracuse School of Education to consolidate a Humanities/South Asia course curriculum for students within the Syracuse School of Education.
6. An emerging relationship with Shorter College, an Historically Black College in Arkansas, would allow the consortium to offer portions of the new courses to that institution.

**Study Abroad Opportunities**

Syracuse, working with OCC, will provide students in the new Modern South Asia course opportunity for study abroad in India. All partner institutions will be eligible to send students on Cornell's study abroad programs in South Asia: the Cornell-Nepal Study Program and the Nilgiris Field Learning Center.

**Faculty Development**

Syracuse and Cornell faculty will draw on established institutional ties in South Asia and collaborate with their community college and programs of education peers to develop new faculty development opportunities overseas.

1. We expect to send at least one community college partner faculty member to South Asia annually, linking that trip to home college curriculum development opportunities.
2. We will create an Internationalization Council with the Minor in Education faculty at Cornell to support internationalization of the minor curriculum.
3. With Cornell 3 Asia Programs, we will create an Education Faculty Fellows Program providing three years of curricular development support via faculty and library resources at Cornell University.
4. Syracuse will work with the School of Education to develop short term/summer courses for South Asia.
5. NESSA, the North-East Scholars of South Asia, a network of South Asia educators in colleges throughout Central and Western New York and Northern Pennsylvania, will expand to include community college and education faculty with South Asia interests.



**Workshops, Conferences, and Seminars**

Our NRC in collaboration with CERIS will continue to offer our popular annual community college faculty development workshops on topics such as Religious Intersections, Gender and Sexuality in Asia, and International Migration. We add two new events in collaboration with our new partners: a workshop on *Equity, Inclusion, and Refugees: The (Increasingly) Global Community College* and the project's outreach capstone conference *Internationalization in the Post-Secondary Education Pipeline: Impact and Sustainability*.

In addition we plan four annual conferences designed to provide outreach opportunities for our partners while also meeting research needs on our campuses. Our annual conferences, hosted alternately, are well attended and known for the standards of excellence. We propose the following conference topics in this grant:

**Year 1: Current Politics on the Subcontinent, Syracuse University hosting**

With elections in India, the on-going turmoil in Pakistan, the US withdrawal from Afghanistan as well as elections there, and the continuing issues around the Tamil minorities in Sri Lanka, a major event focused on South Asian politics will be welcomed across the Central New York region. This major outreach event is part of a year-long celebration of the Maxwell School of Citizenship and Public Affairs and is designed to inform the wider community as well as being of interest to scholars. Using our new linkage with CSIS as well as connections with the international foreign service community through Dean Steinberg, recent Deputy Secretary of State, we envision a series of public lectures and panel discussions on different facets of the politics of the region. The SU planning committee is Corrine Zoli, S. Raj, and Director Susan Wadley, along with the Dean James Steinberg.

Year 2: Imagineering Life from the Global South: Speculative Biotechnologies and Public Cultures in India, China, and Brazil, Cornell University hosting

This explores the intersections between biology, technology, and culture upon which India, China, and Brazil are staking their biggest claims in the future of global modernity. Scientists, social scientists, policymakers, humanists, and artists will identify and debate the value of new institutional networks, structures of knowledge, and public discourses. Cornell Conveners: Anindita Banerjee, Associate Professor, Comparative Literature and Atkinson Center for a Sustainable Future, and Bruce Lewenstein, Professor, Communication and Science and Technology Studies.

Year 3: Gender and Sexuality, Syracuse University hosting

Despite advances in gender equality and gender roles in South Asia, enormous issues remain, whether the continuing use of sex selective abortion or the denial of rights to members of the LGBTQ communities across the region. Utilizing the rich expertise at Syracuse in gender studies, this conference will explore issues such as the gendering of technology, and its potential uses for social justice; the new crises facing women who work; violence against women in its many forms and places—home, workplace, street; legal structures that prevent the advancement of some gender communities (e.g., the recent Indian Supreme ban on gay sex in India); and changes in the understanding and enactment of masculinity across the regions of the subcontinent. Organizers are Carol Babiracki, Ann Grodzins Gold and Farhana Sultana.

Year 4: Urban South Asia Writ Small, Cornell University hosting

This draws together expertise from city planning, architecture, economics, religious studies, and anthropology in order to investigate the heart of South Asia's urban development. South Asian urban modernity has mostly been understood through the lifestyles of globally

linked metros. What form is modernity taking in smaller cities and towns that straddle the global as well as the rural-urban divide differently from the metros? Preliminary studies indicate that poverty is deeper and more widespread in smaller towns, and that rates of access to services and amenities are considerably lower. Yet, we know little of the dynamic processes that link city size to the prevalence of poverty and perhaps, inequality. The conference, Cities and Towns in South Asia, will examine a range of issues facing ordinary cities and towns in South Asia today.

Cornell Conveners: Prof. Daniel Gold (Asian Studies) and Assoc. Prof. Neema Kudva (City and Regional Planning).

Our NRC integrates conferences with weekly seminar offerings to provide community members, students and faculty with timely, deep and sustained access to information about South Asia. During the grant period, the consortial campuses will collaborate in seminar programming on the themes of *Changing Religious Worlds*, *South Asia in Conflict*, and *Sustainability and Food Security*. Cornell will also continue its emphasis on *Indo-Persian/Mughal History*. These themes leverage existing foci across departments at both Cornell and Syracuse.

#### **Business, Media & the General Public Outreach**

Business: Our outreach to the business community takes place both on and off our campuses. At Syracuse, the Maxwell School of Citizenship and Public Affairs brings graduate students from the Indian Institute of Management, Bangalore who interact with students and the local business community. We also work with the Maxwell School's Executive Education Program (SU), the Moynihan Institute (SU), the Johnson Graduate School of Management (CU) to bring diplomats and leaders in South Asian business and finance, provide access to issues on South Asia for the business and management community, and facilitate interactions between our

MBA student groups and active business people. Topics on contemporary South Asia of interest to the business community are addressed by speakers at both our seminar series.

Media: Consortial faculty members on both campuses provide expert commentary. For instance, Professor Eswar S. Prasad, Tolani Senior Professor of Trade Policy, makes regular contributions to media outlets such as the *Economist*, *Financial Times*, *New York Times*, and *Wall Street Journal Asia*, BBC, CNN, C-SPAN, and PBS. Cornell's Media Relations Office tracks current media needs and coordinates with relevant faculty to provide expert content. Syracuse, in a larger city with greater access to media, uses the resources of the Maxwell School and SU's Public Relations office to bring attention to speakers and issues of wider interest. Syracuse also provides up-to-date news on South Asia through its Facebook group page, with nearly 300 active members.

General Public: In addition to our regular speaker series, annual consortial NRC conferences, which are open to the public, both campuses organize performances of music and dance, which attract large audiences from the local community, Highlights include:

- Two annual film events at Syracuse: the International Film Festival and the Human Rights Film festival organized by South Asianist Tula Goenka and associated faculty member, Roger Hallas.
- Annual Tagore Lecture which brings eminent South Asian writers to Cornell.
- Speakers of popular appeal such as the recent lecture by the Nepal Ambassador to the U.S.
- An Art and Ecology exhibit and symposium planned for 2015-16 AY in collaboration with the New Delhi based KHOJ International Artists' Association and CU's History of Art Department

## **8. PROGRAM PLANNING AND BUDGET**

### **A: Activities Directly Relate to NRC Program Purpose**

As articulated in the Executive Summary, our proposed activities directly relate to the NRC program purpose and competitive and invitational priorities. All of our activities lead to the primary purpose of meeting our nation's present and future needs for globally competent citizens. The improvements that we seek to make through this grant are part of long-term institutional commitments, in which NRC funding will play a small, but crucially leveraged role. Our attached budget indicates how each line item addresses the NRC purpose and priorities and links to the narrative description of those activities. This shows how we are using our resources and personnel effectively to meet the NRC priorities and achieve the goals laid out in the attached PMFs.

### **B. Development Plan to Achieve Results & Strengthen the Program**

#### **Expanding Languages**

The major share of the consortium's proposed budget supports its language programs. During past NRC cycles, we have relied heavily on NRC support in order to maintain language instruction in Hindi (SU), Nepali (CU), Sinhala (CU), and Bengali (CU). *Central to this proposal is leveraging institutional commitment to reduce the Cornell-Syracuse South Asia Consortium's reliance on NRC funding of long-established languages, while continuing to expand the language curriculum.* We maintain our commitment to South Asian language instruction for undergraduate, graduate students, and professional students. Without this substantial language curriculum, these students cannot achieve high levels of international competency in South Asia studies required for future careers in education, diplomacy, business and professional fields, development, etc..

In Year 1, we (1) expand second-year Hindi to Syracuse students in Washington, D.C. via video-conferencing; (2) introduce Tamil to Cornell students via video-conferencing and on-site visits through SCI; (3) expand the credit units and contact hours for intermediate Urdu at Cornell; and (4) expand beginning and intermediate Sinhala from Cornell to Columbia and Yale via SCI.

In Year 2, the NRC (1) adds an advanced Urdu course at Cornell and (2) consolidates the expansion of Tamil and Sinhala via SCI; and (3) begin offering Hindi via video-conferencing to OCC from Syracuse.

In Year 3, we consolidate the expanded Urdu curriculum at Cornell.

In Year 4, the NRC (1) explores the expansion of the Tamil curriculum via SCI or a new Cornell-based position and (2) prepares to add another advanced Urdu course during the subsequent project period.

### **Leveraging Resources**

As indicated in the Executive Summary and the Budget, during the project period we leverage institutional resources on both NRC campuses across four years to decrease NRC funding for 3 previously funded languages, seek external funding support for another.

### **Activities to K-12, Community Colleges, MSI's and Education Programs**

For a detailed description of our proposed outreach activities (section 7), the section on competitive priorities (section 11), and the Evaluation Plan (section 9). See also the Budget. Outreach activities and administration (see below, Administration and Travel) comprises the second largest component of the budget. Over the four-year project period, existing core high-impact K-12 activities are sustained and expanded while developing curricula and international faculty and student experiences in cooperation with new institutional partners.

In Year 1 the NRC (1) expands the ISSI for K-12 and pre-service teachers; (2) maintains after-school language programming from Cornell and Syracuse; (3) develops new Nepal training Syracuse City schools and BOCES; (4) introduces the *Modern Asia course* at TC3; (5) plans the *Modern South Asia course* and *Introductory Hindi course* with OCC; (6) inaugurates the Education Faculty Fellows Program; (6) begins sending a partner faculty member to South Asia for curriculum development; (7) develops new faculty development and pre-service training with the Syracuse School of Education; and (8) inaugurates the *Education in Asia course* for Cornell's Minor in Education Program and other interested partners.

In Year 2 we (1) maintain the K-12 activities mentioned above; (2) maintain the *Modern Asia course*; (3) introduce the *Modern South Asia course* and introductory Hindi at OCC in conjunction with student travel to South Asia; (4) maintain the Education in Asia Course; and (5) consolidate the Education Faculty Fellows Program.

In Year 3 we (1) maintain the K-12 activities; (2) maintain the Modern Asia and Education in Asia Courses; (3) maintain the Education Faculty Fellows Program; and (4) co-conduct with our partners a workshop on *Equity, Inclusion, and Refugees: The (Increasingly) Global Community College*.

During Year 4 the NRC (1) maintains the K-12 activities; (2) maintain the Modern Asia, Modern South Asia, and Education in Asia Courses; and (3) work with Education Faculty Fellows and other partner institution faculty to produce project's outreach capstone conference *Internationalization in the Post-Secondary Education Pipeline: Impact and Sustainability*.

### **Area Studies Programming**

We seek funds for 4 annual consortial conferences plus partial support for the seminar series on both campuses (see page 34 for descriptions). The NRC has leveraged institutional

funds to augment the proposed NRC programming budget by approximately \$27,000. These conferences and the seminar series are integral to the undergraduate, graduate and professional training on both campuses. They expose students to cutting-edge research, provide advanced students with the opportunity to present research findings, and supplement undergraduate students' experience of South Asia topics. As part of the NRC's Tamil Studies Initiative, the Sri Lanka Graduate Student Conference will be held at Cornell in Year 4. This builds on the expansion of the Tamil language program in Years 1-3, as well as the presence of an annual Tamil Studies Visiting Scholar paid for with funds leveraged at Cornell. Cornell already has strengths in Sri Lanka Studies which will be expanded through the Tamil Studies Initiative, complementing Tamil Studies faculty presence at Syracuse. Holding the Sri Lanka Graduate Student Conference in Year 4 will celebrate and consolidate the gains made in Tamil Studies during the project period.

### **C. Reasonable Costs**

The attached detailed budget provides a full description of program costs. This budget is based on our experience since 1983 of operating a comprehensive NRC. As clearly outlined in this proposal, our universities have historically contributed significant institutional financial support that amounted to an additional \$10 million in 2012-13 towards the operation of our NRC South Asia programs, teaching staff, library resources, and outreach (see Chart 1 on page 7). All costs are reasonable, allocable and allowable.



## **D. Long-Term Impact on Undergraduate, Graduate, and Professional Training Programs**

As a result of this grant, over the long-term we expect to see a more robust educational pipeline with more K-12 teachers and community college faculty including international components in their curricula. We also expect continued appreciation for South Asia in our universities, communities, and nationally as well continued success in placing trained specialists in the field (see page 44).

## **9. IMPACT AND EVALUATION**

### **A: Impact on University, Community, Region and Nation**

The Cornell-Syracuse NRC Consortium has a major impact on our campuses, communities, the Central New York region, and the nation. The impact on our campuses is evident in our frequent, broadly attended lectures, seminar series, and cultural events as well as major interdisciplinary workshops and conferences that unite people from diverse parts of our universities. See Chart 8 on page 45. These activities are also open to our local communities, who are particularly drawn to the cultural events and benefit greatly from our educational and community outreach programs.

#### **National Impact**

As the appended CVs indicate, our NRC faculty publish actively and also serving leadership roles within their professional service organizations and make South Asia expertise more widely available through media contributions and consulting (see page 36). Our faculty regularly serve on grant and fellowship selection committees for students and faculty peers,

evaluate manuscripts for publication with presses of the highest rank, and provide external institutional program and promotion reviews. This strengthens South Asia areal expertise across generations. By participating in professional schools and applied science degree programs, the NRC faculty have a direct impact, training future business, government and non-profit leaders and generating new research with immediate practical benefits in areas such as agriculture, nutrition and food security, resource management, and development economics.

Our NRC has national and international impact by training students at all levels in priority languages, including Sinhala and Nepali offered in no other national academic year programs, and preparing language teaching materials disseminated within and beyond the U.S. We provide students at all levels with the areal expertise required to function effectively in a rapidly changing international environment. By lobbying to ensure strong institutional support for our university libraries and helping to fund library acquisitions, the Cornell-Syracuse NRC protects and expands crucial scholarly resources available locally, regionally, and nationally through library exchange programs and access provided to library visitors.

#### **Student Enrollment in South Asia Related Courses**

Recent enrollment figures are one important indicator of impact extending beyond our campuses to national and international arenas, through student training.

**Chart 6: NRC Student Enrollment for AY 2012-13**

<b>Course &amp; Level</b>	<b>No. of Students Enrolled</b>
Students enrolled in 1st-year language courses	88
Students enrolled in intermediate & advanced language courses	98
Graduate students enrolled in non-language courses	367
Undergraduate students enrolled in non-language courses	3,019

**Graduate Placement**

As Chart 7 below indicates, we successfully graduate specialists in South Asia who go on to productive careers in the private, government, and nonprofit sectors.

**Chart 7: Cornell/Syracuse Degree/Career Report 2010-2013 (Federal Fiscal Years)**

<b>After Graduation Activities</b>	<b>Consortium Total BA's/BS's</b>	<b>Consortium Total MA's/MS's</b>	<b>Consortium Total PhDs</b>	<b>TOTAL</b>
Elementary & Secondary Institutions	4	0	0	4
Federal Government	3	1	0	4
Foreign Government			1	1
Graduate Study	26	12	0	38
Higher Education/Academic Appointments	0	7	12	19
International Organizations (in US)	1			1
International Organizations (outside US)	2	3	1	6
Private Sector (For Profit)	10	5		15
Private Sector (Not for Profit)	7	5		12
Unemployed	4	1	1	6
Unknown	34	0	0	34
<b>TOTAL</b>	<b>91</b>	<b>34</b>	<b>15</b>	<b>140</b>

**Employment:** We have an excellent record in placing students and track the careers of graduates of South Asian studies. For example, currently our NRC graduates are working for the Department of State, the World Bank, UNICEF, working for the UN in India and Afghanistan, and one is opening a new university in Kabul. A recent graduate of our FLAS-Hindi courses is a veteran who graduated with a Master in Public Affairs. He is a Presidential Management Fellow through the U.S. Department of State, planning a government career. Another couple, fresh Ph.Ds, have been posted to Kathmandu with responsibilities for wheat-based research in South

Asia. Cornell ranks No. 4 in producing Peace Corps volunteers among medium-sized colleges and universities nationwide.

**Academic Appointments:** A recent graduate is running a research program at George Washington University and another is an Assistant Professor at the Indira Gandhi Institute for Development Research. Other NRC doctoral graduates now hold positions at Stanford, Sarah Lawrence, California Institute of Technology, Cornell University, Dartmouth College, Duke University, University of California-Berkeley, University of Wisconsin-Madison, and Yale University.

**National Research Funding:** Graduate students at both institutions are regularly funded by national funding organizations for South Asian research. Consortial students have received fellowships from Fulbright, Fulbright-Hays, AIIS, AIPS, AIBS, CLS, NSF, SSRC, and Wenner-Gren in addition to FLAS Fellowships.

**Matriculation to Advanced Programs:** One indicator of the quality of our program is the number of our undergraduate and master's level students who are accepted into graduate and doctoral programs. As Chart 7 shows, 29% of our undergraduate students and 56% of our Master's students continue their studies.

### **Participation Rates for Events**

Our outreach programs have reached high numbers of people over a broad spectrum of institutions, as seen in Chart 8.

**Chart 8: Outreach Activities for Cornell-Syracuse NRC**

Target Audience	Total no of Activities	Total no of participants	General Public	Students	Educators	Total no of Partners
Elementary & Secondary Schools						
Outcomes: Curriculum & Instructional Material Development, Awareness about Cultural diversity						
Cornell	46	4,441	668	2,472	1,301	58

Target Audience	Total no of Activities	Total no of participants	General Public	Students	Educators	Total no of Partners
Syracuse	18	3,512	2,813	455	244	22
Post Secondary Institutions Enhance Cultural and Regional Awareness, Assist in Teaching Activities						
Cornell	102	3,486	742	1,809	935	47
Syracuse	114	3,157	171	2,446	540	32
Business, Media, Government & General Public Enhance Regional and National Awareness through Lending Library, Seminars, and Symposia						
Cornell	25	5,862	3,805	1,626	431	23
Syracuse	37	13,385	12,370	890	125	56
<b>Total</b>	<b>342</b>	<b>33,843</b>	<b>20,569</b>	<b>9,698</b>	<b>3,576</b>	<b>238</b>

### **Use of Center Resources**

As we have shown, our NRC resources are well-used. Our outreach activities reached over 33,000 people in the last grant cycle (see above), our FLAS students access our resources to secure funding for their ongoing academic development (page 45), and our faculty provide expertise to national media outlets.

### **B. Equal access and treatment**

Specific actions taken by our NRC to address equal access and treatment for eligible students and other project participants are mentioned throughout the narrative but we would like to highlight here that the program, in keeping with the Americans with Disabilities Act of 1990 and the No Child Left Behind Act of 2002, coordinates its outreach and teaching efforts with our Center for Learning and Teaching and Offices of Student Disabilities Services to make all materials, lectures, and programming accessible to all constituencies. Facilities used by this NRC are ADA accessible and our seminar rooms are equipped with an audio system to provide access for the hearing impaired. We are prepared to provide sign-language interpreters, as it has provided previously, at our teacher or community college faculty training workshops.

### **C. Evaluation Plan**

This evaluation plan is part of a larger, on-going initiative to assess internationalization efforts at Cornell University launched by President Skorton in 2012. An international studies and international engagement faculty task force stressed the importance of a) establishing a baseline of knowledge and information, b) evaluating the university's internationalization activities, and c) evaluating students' learning objectives related to internationalization.

Concurrently, our NRC collaborated with other USDE-funded area programs to evaluate our programs and presented the results at the 2013 NRC Conference: Demonstrating the Impact of National Resource Centers. Since Summer 2013, Cornell engaged with its NRC-funded Area Studies Programs (including the South Asia Syracuse partner) to a) review ongoing assessment efforts and analytical tools, b) establish connections with key units responsible for collecting and analyzing data at Cornell, c) use the Cornell Office for Research on Evaluation (CORE) online logic model and evaluation plan building tool known as the Evaluation Netway ([www.evaluationnetway.com](http://www.evaluationnetway.com)) to develop common goals, objectives, and outcomes for the Center and its core international programs including our NRC, d) pool resources to contract with an external evaluator for both NRC partners. The NRC benefits from evaluation and data collection support at Cornell.

#### **Evaluation Team**

Cornell ECIS has approved the hire of a part-time data analyst specialist who will be responsible for compiling, analyzing, and monitoring the integrity of institutional data, including NRC-relevant data generated on both our campuses. An external evaluator will be responsible for a) cooperating with the data analyst to assure the supply of information needed to answer project evaluation questions, b) overseeing the refinement of evaluation instruments, c)

preparing the annual report of evaluation results and facilitating mid-course corrections in project implementation or evaluation design.

**Credentials, qualifications and impartial status of evaluator:**

Dr. Margaret A. Johnson holds a Ph.D. in Policy Analysis from Cornell University with a focus in program evaluation. Having worked for several years in the Cornell Office for Research on Evaluation (CORE) developing evaluation capacity building resources, she currently serves as an adjunct professor teaching program evaluation courses. She is currently a CORE Affiliate, as well as Senior Consultant in a non-profit evaluation firm, the Finger Lakes Law & Social Policy Center, Inc. based in Ithaca, New York.

**Goals and Objectives**

We have worked with a highly qualified external evaluator to develop a comprehensive plan that addresses the GPRA measures and developed project-specific measures that are tied to three primary goals and objectives delineated in the attached PMFs. As suggested in the NRC webinar, we are focusing on evaluating three primary goals and not all activities in our entire program through this evaluation. To help focus the evaluation, project leadership worked with the external evaluator to develop a logic model showing how our project activities are designed to achieve these primary goals and related measurable objectives. This process helped in the formulation of performance measures that will use both quantitative and qualitative data collection methods to capture both shorter term outputs and longer term project outcomes. See the Executive Summary to further contextualize these primary goals and measurable objectives.

Three broad evaluation questions guided the selection of performance measures that are aligned with NRC priorities, GPRA measures, and our NRC program foci. Project leadership

worked with the evaluator to yield a strategic plan that will collect both qualitative and quantitative data to provide clear evidence about the extent to which the project has achieved intended measurable outcomes. The foundation for this plan was an activities-to-outcomes logic model developed using an online model-building tool. (formatting restrictions preclude its inclusion but it can viewed at [www.fingerlakeseval.org/sac\\_model.pdf](http://www.fingerlakeseval.org/sac_model.pdf)) In this model, each activities-to-outcomes sequence (or storyline) shows the logical progression of a specific set of project activities toward one of the three main project goals, with earlier and later performance measures corresponding to intended shorter term outputs and longer term outcomes.

To achieve Goal 1) Create a pipeline of students proficient in priority languages entering South Asia-related employment, the NRC will provide and promote language studies and study abroad offerings, and provide financial support for study abroad, work to create new student opportunities and raise student awareness, which will all serve to sustain a steady flow of student participation in priority language study and study abroad among NRC and partner institutions. Performance measures for this goal correspond to the shorter-term outcome of enrollment in language courses and overseas study, and to the longer-term outcome of placement in in-country language training, field research or South-Asia related internships, fellowships and employment.

To achieve Goal 2: Infuse international dimensions into minority-serving institution community college and school of education curriculum, the NRC will develop and offer curriculum, support faculty in the development of curriculum, and promote the use of curriculum, which will lead to the incorporation of internationalized curricular units at these partner institutions. Performance measures for this goal relate to the shorter-term output of development of new, internationalized curricular units, and to the longer-term goal of



implementation of internationalized curricular units in the curriculum of minority serving institution, community college and school/program of education partners.

To achieve Goal 3: Establish a firm foundation for a new Tamil Studies program at Cornell, the NRC will identify campus needs for such a program, leverage funding, hire a visiting Tamil studies scholar, deliver Tamil content via interactive video conferencing, and host a Sri Lanka Conference and Dissertation Workshop. Performance measures for this goal relate to both the shorter term outputs of developing new curricular units, and the longer term outcome of establishing the foundation for a new program in Tamil Studies.

### **Data Collection**

The performance measures described above informed the selection of data collection methods to answer three broad evaluation questions, each of which relates directly to one of the project's priority goals.

Evaluation Question 1) Has the consortium created a pipeline of students proficient in priority languages who undertake field research, internships, employment, and in-country language training? Addresses: *NRC Program purpose, FLAS Competitive Priorities 1 & 2, FLAS Invitational Priority, GPRA 1, 2, 3, 4 & 5*. To gather evidence on Question 1), the evaluation will obtain data from university, partner community colleges and education schools and/or programs' enrollment and registrar offices, as well as the IRIS reporting system for FLAS fellowship students, to document the number of undergraduates and graduate students enrolled in intermediate or advanced level courses in priority languages for each year of the project period. It will also obtain data from study abroad offices at consortial and partner institutions on the numbers of students enrolled in overseas learning in South Asia, whether they subsequently engaged in related training or employment, and the nature of their study and work, for each year.

By examining trends in this data for the previous four-year project period, the evaluation will seek to determine whether the project has successfully sustained the flow of students into subsequent priority language- and South Asia studies-related training, work and research. For each of the four years of the project period, the evaluation will employ qualitative methods to interview at least five students from NRC and partner institutions regarding their experiences with priority language study and/or area studies and subsequent related training or work. At least one of the interview questions will elicit student suggestions for more effective methods for keeping track of a larger percentage of NRC- or partner institution- connected alumni for at least 5 years after they have completed (or otherwise left) their studies. From this data and from a literature review of best practices in alumni tracking, the evaluation will develop a report on possible methods of achieving broader long-term alumni connection by the end of Year 2.

Evaluation Question 2) Did the project infuse South Asia studies dimensions into minority-serving institutions, community colleges, and education schools and/or programs' curricula? *Addresses NRC Competitive Priorities 1 & 2, and the Absolute Priority.* To obtain evaluation evidence on Question 2), the evaluation will work with the NRC to establish a baseline, by conducting a structured needs assessment of partner institutions using a validated instrument for assessing curriculum for global competency content. Using this same tool, the evaluation will assess the number and quality of new global competency-related curricular content at partner institutions at the end of the project period. The evaluation will also employ qualitative methods to conduct semi-structured interviews with faculty and students about perceived needs for globalizing curriculum.

Evaluation Question 3) Did the project establish a firm foundation for institutionalizing Tamil Studies at Cornell? *Addresses NRC program purpose, FLAS Competitive Priorities 1 & 2, FLAS Invitational Priority, GPRA 1, 2, 3 & 5.*

To obtain evaluation evidence on question 3), the evaluation will collaborate with the consortium to conduct a structured needs and resources assessment for development of a Tamil Studies program at Cornell, using qualitative interviews with faculty and document review. To track development of curricular units and document the implementation of the Sri Lanka Graduate Conference, the evaluation will work closely with the consortium and campus faculty engaged in these activities. To assess the quality and potential future effects, the evaluation will conduct a structured observation of the conference, document attendance and work products presented, and develop an in-depth post-conference survey to which participants will be invited to respond.

### **Data Analysis**

EQ 1) will compute total enrollments in intermediate and advanced priority languages courses for each year, the percentage of NRC-funded students participating in study abroad in South Asia who subsequently undertake South Asia-related study or work, and compare both to trend data for the 2010-2014 period. Interview data will be analyzed both categorically and holistically, and mined for feedback on programmatic strengths and weaknesses, as well as ideas for better tracking of graduates.

EQ 2) will compare scores on the global competency instrument for internationalized curricular units, both at baseline and at the end of the project period and will also compare baseline needs assessment findings to determine whether newly developed resources have

addressed needs. Faculty and student interview data will be analyzed thematically and compared for convergence and divergence to generate a consensus list of needs.

EQ 3) will compute total number of Tamil Studies-related curricular units and the number of students participating in them. It will compute frequencies and synthesize themes in responses to Sri Lanka Conference satisfaction surveys. At the end of Year 4, in collaboration with the consortium, the analysis will revisit baseline needs assessment findings from quantitative and qualitative data to see if needs were met, and synthesize these results with peer review findings to generate recommendations for future development. A preliminary, overall timeline for the evaluation is in the table below.

**Chart 9: Evaluation Timeline for the South Asia Consortium Project Evaluation**

	Year 1				Year 2				Year 3				Year 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Access data sources/develop instruments/train data analyst																
Collect data																
Analyze data & submit annual report																
Meet to interpret & plan use of evaluation results																
Peer review of the project																
Evaluation of the project evaluation																

### **Reporting & Evaluation of the Project Evaluation**

To evaluate the project evaluation, the external evaluator will, at the start of the project period, convene an external advisory board of two to three professional evaluators, including one with experience evaluating priority language or area studies programs. At the end of project Years 1, 2 and 3, the external evaluator will make a presentation to the evaluation External Advisory Board (EAB) on evaluation activities and results for that year. The EAB will then provide a written response with recommendations for improving the project evaluation in the

upcoming year. This report will be shared with the NRC along with the external evaluator's plans for addressing EAB recommendations.

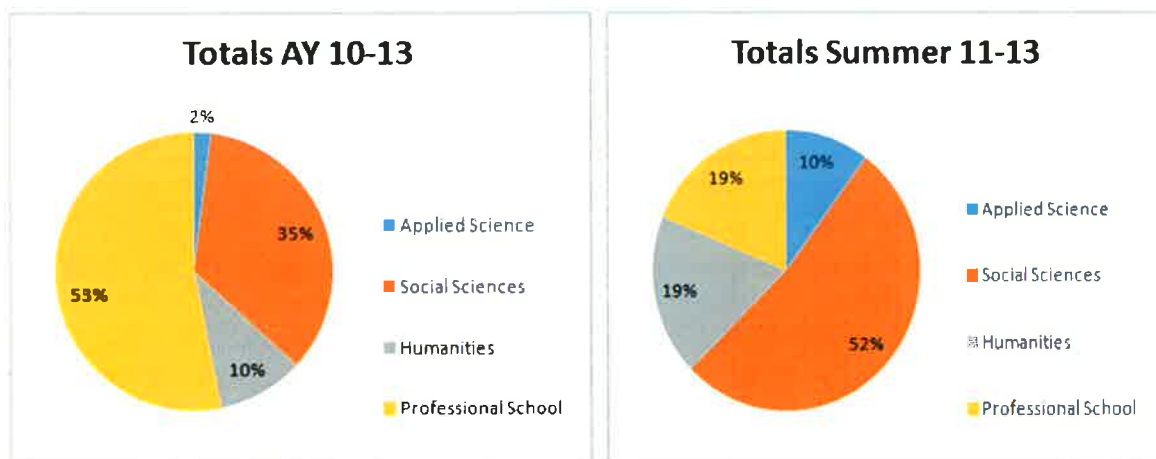
### **Required NRC Peer Review**

This NRC was last evaluated in 2008, and will receive the next peer review during the proposed grant cycle. This is presently scheduled for Year 2. This peer review has been delayed from AY 2013-14 owing to substantial changes in the structure of Cornell's administration and funding of international programs and languages related to the Task Force on Internationalization (completed in AY 2012-13).

### **D. FLAS Contribution to Supply of Specialists**

Our FLAS graduates leave our program trained and prepared for service in the field. The charts below indicate the broad range of fields that our FLAS Fellows study.

**Chart 10: FLAS Fellows by Discipline**



Please see page 44 for details about undergraduate and graduate enrollment and placement data.

**E. & F. How this NRC & FLAS Fellowships Addresses National Needs and Disseminates Information to the Public**

Please see a description of these activities on page 30 in the Outreach section.

**Graduate Placement in Areas of National Need**

We have created a successful pipeline of trained specialists and placed graduates in areas of national need (see page 44) and remain committed to continuing this record of excellence. Please see page 36 for information on how we disseminate information to the general public. We continue to adapt our program and placement services to meet changing national needs.

**10. FLAS AWARDEE SELECTION PROCEDURES**

*Advertising:* Competition for the FLAS awards is publicized in our consortium's websites and network, including the CU and SU Facebook pages, at our campus area studies events, in a digital and physical poster bulletin boards campaign across campus, through classroom recruitment, and targeting students in professional programs and those in the academic traditional disciplines. We promote the undergraduate FLAS awards (AY and summer) through the methods above as well as through recruitment in our area courses. Undergraduates will be made aware of the need to begin language study in advance in order to be eligible for AY and summer awards. Campus-wide FLAS information sessions are held in mid-November, when the online applications open.

*Timetable:* Applications for both AY and summer at Cornell and Syracuse are available by late November, the deadline for applications is early February, and awards are made in March.

*Selection for FLAS Invitational Priorities:* All of our FLAS Fellowships are granted to students in priority languages of South Asia that fulfill the FLAS Invitational Priority.

*How Students Apply:* NRC students apply via an online application. In this cycle, graduate applications will be reviewed online by the DGS of the relevant field, who makes a preliminary ranking before forwarding them to the NRC offices. Summer undergraduate applications go directly to the NRC offices. The NRC's common application begins with a full overview of USDE eligibility criteria, requirements, and due dates. It requires and includes information on the applicant's academic background and linguistic capability plus a statement of purpose outlining the need for language training in their proposed program of study. The application includes a C.V., two letters of reference, documentation of existing language ability where relevant, and a project statement on the necessity of language training. Beginning in awards for Year 2 of the project, applicants must provide financial information necessary to evaluate financial need. Both Cornell and Syracuse have tuition costs considerably higher than the FLAS award, and top off FLAS tuition allocations, and in some instance also provide additional stipend funds. Most doctoral students are on a multi-year award that replaces assistantships with FLAS funding.

*Who Selects Fellows:* After graduate students are ranked in their fields, undergraduate and graduate applications are reviewed by the NRC's FLAS selection committee on each campus, consisting of the director and a representative group of program faculty members, across colleges and disciplines, including applied science and professional programs, and language instruction.

*Selection Criteria:* The consortium's priorities for the FLAS awards are as follows: Awardees are expected to demonstrate: 1) academic excellence and promise of further

achievement; 2) the relevance of language study to their academic program; 3) a plan to enroll in performance-based instruction in a South Asian language, preferably on the Cornell or Syracuse NRC campuses; 4) a commitment to the integration of language study with non-language areal studies; 5) a commitment to using their language training in their professional careers or (for undergraduates) in their further education; and 6) financial need. The NRC will determine financial need in collaboration with the Office of Financial Aid and Student Employment, Graduate School and the Office of Academic Diversity Initiatives at Cornell and the Syracuse Office of Financial Aid, generating a needs analysis for applicants based on the FAFSA or other income determinants (decided by the NRC in consultation with the funder). Cornell will rank students on criteria 1-5, prepare a short-list of qualified candidates, and then re-rank this short list in relation to demonstrated financial need. Syracuse will rank candidates on a 30 point scale: 10 points based on financial need, 10 points based on academic excellence, and 10 points based on the applicant's plans for using the language in an academic or professional career. After merit and financial need are considered, preference will also be given to students in historically underrepresented groups, professional schools, and to those intending to work in government service.

*Summer FLAS:* The consortium also uses FLAS grants as part of its summer language programs, and expects to award both graduate and undergraduate FLAS grants to students from other institutions enrolled in summer Nepali at Cornell. The procedures for selection run parallel to those used for the academic year awards. SASLI will nominate candidates to the NRC for consideration in our competition for summer language instruction currently taught in Madison, WI.



*Numbers of Applicants:* Competition for the consortium's FLAS awards is brisk. On average, there have been for every academic year FLAS grant awarded there have been 3 qualified applicants, for every summer FLAS there have been 2 qualified applicants.

In this proposal, Syracuse requests 6 graduate and 2 undergraduate academic year FLAS and 3 graduate and 1 undergraduate summer FLAS. Cornell requests 8 graduate academic year FLAS plus 4 graduate and 1 undergraduate summer FLAS. These numbers reflect both the invitational priorities for less commonly taught languages and increasing the increase of student demand in the professional programs.

## 11. COMPETITIVE AND INVITATIONAL PRIORITIES

In several sections of this application, we have detailed the ways in which we plan to address the priorities chosen for this grant cycle:

**NRC Absolute Priority:** We will continue our excellent K-12 outreach program about South Asia to a network of 70 partners. Through this NRC we will provide a) International Summer Studies Institute (ISSI) for K-12 in-service and pre-service teachers (pp 31), b) Mid-year Post-ISSI Teacher Training workshop for K-12 teachers (pp 301), c) Afterschool Language Program in priority languages (including transportation costs to reach students in low-income districts) (pp 31).

**NRC Competitive Priority 1:** We will partner with Onondaga Community College (OCC), Mohawk Valley Community College (MVCC), and Tompkins Cortland Community College (TC3), (letters of institutional interest are on file). We will work together to a) develop two new courses (pp 32) b) develop two faculty development conferences (pp 33) on South Asia

c) welcome faculty to our seminar series and annual conferences (pp 34), d) new study abroad option that includes community college faculty travel (pp 33).

**NRC Competitive Priority 2:** We will partner with Syracuse's School of Education, Cornell's Minor in Education Program, and SUNY-Cortland's School of Education to support the integration of South Asia dimensions into their teacher preparation programs. We will work together to a) create a new course on *Education in Asia* (pp 32), b) establish an Education Faculty Fellows Program (pp 33), c) develop South Asia components for pre-service and in-service teachers (pp 32), and d) create two faculty development conferences (pp 33). These activities prepare teachers-in-training to develop and communicate effectively global dimensions of the school curriculum, as well as to reach underserved school populations of South Asian heritage.

**FLAS Competitive Priority 1:** See FLAS selection procedures (page 55).

**FLAS Competitive Priority 2:** 100% of the FLAS fellowships that we offer are in officially designated priority languages taught by this NRC Bengali, Hindi, Urdu, Nepali, Persian, Sinhala, or by our collaborators in Tamil. (page 17).

**FLAS Invitational Priority 1:** All of our academic year fellowships will be given in priority languages used in South Asia.

**FY 2014 TECHNICAL REVIEW FORM**  
**July 7- 11, 2014**  
**HEA TITLE VI NATIONAL RESOURCE CENTERS AND**  
**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS**

CFDA No. 84.015(A & B)

WORLD AREA:

PR Number(s) and Applicant Institution:

**RATING SCALE**

If total points are:	5	10	15	20	25
Outstanding	5	10	15	20	25
Very Good	4	8	12	16	20
Good	3	6	9	12	15
Average	2	4	6	8	10
Poor	1	2	3	4	5
Unacceptable or not described	0	0	0	0	0

**Evaluation Criteria**

	Max Points		Rating Summary		
	NRC	FLAS	Comprehensive NRC	Undergraduate NRC	FLAS Fellowships
1. Commitment to the Subject Area	10	10	0	0	0
2. Quality of Curriculum Design	10	20	0	0	0
3. Quality of the Applicant's Non-Language Instructional Program	20	20	0	0	0
4. Quality of the Applicant's Language Instructional Program	20	20	0	0	0
5. Strength of Library	10	10	0	0	0
6. Quality of Staff Resources	15	15	0	0	0
7. Outreach Activities	20	0	0	0	N/A
8. Program Planning and Budget	25	0	0	0	N/A
9. Impact and Evaluation	30	25	0	0	0
10. FLAS Awardee Selection Procedures	0	15	N/A	N/A	0
11. Competitive Priorities	0	5	0	0	0

160 140

**TOTAL:**

0

0

0

General Comments: (continue on last page)

Reviewed by:	Date:

# 1. Commitment to the Subject Area on Which the Applicant Focuses

POSSIBLE POINTS		
10	10	10

A. For all applicants, to what extent does the institution provide financial and other support to:

(10 pts)

(10 pts)

(5 pts)

- (for all applicants) the operation of the applicant's center or program,

- (for all applicants) teaching staff for the applicant's subject area,

- (for all applicants) library resources for the applicant's subject area,

- (for all applicants) linkages with institutions abroad,

- (for NRC applicants only) center outreach activities, and

- (for NRC applicants only) qualified students in fields related to the center's program?

B. For FLAS applicants only, to what extent does the institution provide financial support to students in fields related to the applicant's teaching program?

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

## 2. Quality of Curriculum Design

### POSSIBLE POINTS

10

10

20

- A. For all NRC applicants, to what extent has undergraduate instruction in the applicant's area or topic of specialization been incorporated into baccalaureate degree programs (for example, major, minor, or certificate programs) in the applicant's subject area?

(5 pts)

(5 pts)

For all NRC applicants, to what extent are the requirements (including language requirements) appropriate for a center in subject area and will they result in an undergraduate training program of high quality?

For comprehensive NRC applicants only, to what extent does the applicant's curriculum provide training options for graduate students from a variety of disciplines and professional fields?

For comprehensive NRC applicants only, to what extent are the graduate student training options and requirements (including language requirements) appropriate for an applicant in this subject area and do they result in graduate training programs of high quality?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

2. Quality of Curriculum Design (continued)

For FLAS applicants, to what extent does the applicant's curriculum provide training options for students from a variety of disciplines and professional fields, and to what extent are these programs and their requirements appropriate for an applicant in the subject area and result in training programs of high quality?

(5 pts)

B. For all applicants, to what extent does the applicant provide academic and career advising for students?

(5 pts)

(5 pts)

(15 pts)

For all applicants, to what extent has the applicant established formal arrangements for students to conduct research or study abroad and to what extent do students use these arrangements?

For all applicants, to what extent does the institution facilitate student access to other institutions' study abroad and summer language programs?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0



### 3. Quality of the Applicant's Non-Language Instructional Program

POSSIBLE POINTS		
20	20	20

A. For all applicants, what is the quality and extent of the center's course offerings in a variety of disciplines?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are courses in the applicant's subject matter available in the institution's professional schools?

B. For all applicants, to what extent does the applicant offer depth of specialized course coverage in one or more disciplines of the applicant's subject area?

(5 pts)

(5 pts)

(5 pts)

C. For all applicants, to what extent are interdisciplinary courses offered for students?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

5. Quality of the Applicant’s Non-Language Instructional Program (continued)

D. For all applicants, are sufficient numbers of non-language faculty available to enable the center to carry-out its purposes?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent are instructional assistants provided with pedagogy training?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

4. Quality of the Applicant's Language Instructional Program

POSSIBLE POINTS		
20	20	20
AWARDED POINTS		

A. For all applicants, to what extent does the applicant provide instruction in the languages of the applicant's subject area?

(5 pts)	(5 pts)	(5 pts)

For all applicants, to what extent do students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers?

B. For all applicants, To what extent does the applicant provide three or more levels of language training?

(5 pts)	(5 pts)	(5 pts)

For all applicants, to what extent are courses in disciplines other than language, linguistics, and literature offered in appropriate foreign languages?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

**4. Quality of the Applicant's Language Instructional Program (continued)**

- C. For all applicants, are sufficient numbers of language faculty available to teach the languages and levels of instruction described in the application (narrative and course list)?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent have language teaching staff (faculty and instruction assistants) been exposed to current language pedagogy training appropriate for performance-based teaching?

- D. For all applicants, what is the quality of the language program as measured by:

(5 pts)

(5 pts)

(5 pts)

- for all applicants, the performance-based instruction being used or developed,

- for all applicants, the adequacy of resources for language teaching and practice, and

- for all applicants, language proficiency requirements?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

## 5. Strength of Library

POSSIBLE POINTS		
10	10	10
AWARDED POINTS		

- A. For all applicants, what is the strength of the institution's library holdings (both print and non-print, English and foreign language) in the applicant's subject area for the educational levels the applicant serves (e.g. graduate, professional undergraduate)?

(5 pts)

(5 pts)

(5 pts)

For all applicants, to what extent does the institution provide financial support for library acquisitions and for library staff in the applicant's subject area?

- B. For all applicants, to what extent are research materials at other institutions available to students through cooperative arrangements with other libraries or online databases?

(5 pts)

(5 pts)

(5 pts)

For NRC applicants only, to what extent are teachers, students, and faculty from other institutions able to access the library's holdings?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

## 6. Quality of Staff Resources

POSSIBLE POINTS		
15	15	15
AWARDED POINTS		
0	0	0

- A. For all applicants, to what extent are the teaching faculty and other professional staff members qualified for the current and proposed center activities and training programs?

  
(5 pts)

  
(5 pts)

  
(5 pts)

For all applicants, to what extent are professional development opportunities, including overseas experience, provided for faculty and staff?

For all applicants, to what extent do the teaching faculty and other staff participate in the teaching, supervision, and advising of students?

- B. For all applicants, how adequate are the applicant staffing and oversight arrangements, and to what extent are faculty from a variety of departments, professional schools, and the library involved?

  
(5 pts)

  
(5 pts)

  
(5 pts)

For NRC applicants only, how adequate are the staffing and oversight arrangements for the center's administration and outreach activities?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

## Quality of Staff Resources (continued)

- C. For all applicants, to what extent does the applicant, as part of its nondiscriminatory employment practices, encourage applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0



## 7. Outreach Activities

POSSIBLE POINTS		
20	20	0
AWARDED POINTS		
0	0	0

For all NRC applicants, for domestic outreach activities in the following categories, to what extent does the applicant demonstrate:

- (a) a significant and measurable regional and national impact, and  
 (b) faculty and professional school involvement?

- elementary and secondary schools

(10 pts)

(10 pts)

-for all NRC applicants, postsecondary institutions

(5 pts)

(5 pts)

-business, media, and the general public

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

## 8. Program Planning and Budget

POSSIBLE POINTS		
25	25	0
AWARDED POINTS		
0	0	N/A

- A. For all NRC applicants, are the activities for which the applicant seeks funding of high quality and directly related to the purpose of the National Resource Centers program?

(5 pts)

(5 pts)

- B. For all NRC applicants, to what extent does the applicant provide a development plan or timeline which demonstrates how the proposed activities will contribute to a strengthened program by the end of the grant period?

(10 pts)

(10 pts)

For all NRC applicants, does the applicant provide a plan that demonstrates how it will use its resources and personnel effectively to achieve the proposed objective?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

**8. Program Planning and Budget (continued)**

- C. For all NRC applicants, are the costs of the proposed activities reasonable in relation to the objectives of the program?

(5 pts)

(5 pts)

- D. For comprehensive NRC applicants, what kind of long-term impact will the activities (for which funds are requested) have on the institution's undergraduate, graduate, and professional training programs?

(5 pts)

- E. For undergraduate NRC applicants, what kind of long-term impact will the activities (for which the funds are requested) have on the institution's undergraduate training program?

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

9. Impact and Evaluation

POSSIBLE POINTS		
30	30	25
AWARDED POINTS		
0	0	0

A. For all NRC applicants, to what extent do the center's activities and training programs have a significant impact on the university, community, region and the nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources?

(5 pts)

(5 pts)

For undergraduate NRC applicants, to what extent do students matriculate into advance language and area or international studies programs or related professional programs?

B. For all applicants, to what extent will provisions be made for equal access and treatment for eligible students and other participants who are members of groups that have been traditionally under-represented (such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly)?

(5 pts)

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0



9. Impact and Evaluation (continued)

C. For all applicants, does the applicant provide an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data?

(15 pts)

(15 pts)

(5 pts)

For all applicants, to what extent have recent evaluations been used by the applicant to improve its program?

D. For FLAS applicants, to what extent have the applicant's activities and training programs contributed to an improved supply of specialists on the program's subject as shown through indices such as undergraduate and graduate enrollments and placement data?

(10 pts)

E. For all NRC applicants, to what degree do activities of the center address national needs, and generate information for and disseminate information to the public?

(5 pts)

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

For all NRC applicants, what is the center's record of placing students into post graduate employment, education, or training in areas of national need and the center's stated efforts to increase the number of such students that go into such placements?

9. Impact and Evaluation (continued)

F. For FLAS applicants, to what degree are fellowships awarded by the applicant addressing national needs?

(5 pts)

For FLAS applicants, what is the applicant's record of placing students into post-graduate employment, education or training in areas of national need and the applicant's stated efforts to increase the number of such students that go into such placements?

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

10. FLAS Awardee Selection Procedures

POSSIBLE POINTS		
0	0	15
AWARDED POINTS		
N/A	N/A	0

A. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-how awards will be advertised,

-when each step in the selection process will take place,

-how the process will result in awards being made to correspond to any announced priorities,

B. For FLAS applicants, does the applicant provide a selection plan of high quality that describes:

(5 pts)

-how students apply for awards,

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

4S awardee selection procedures (continued)

C. For FLAS applicants, does the applicant provide a selection plan of high quality that describe:

(5 pts)

-who selects the fellows,

-what selection criteria are used,

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0



11. Competitive Priorities

(applicable only when announced in the closing date notice)

POSSIBLE POINTS		
0	0	5
AWARDED POINTS		

For FLAS applicants, does the applicant serve the Competitive Priority announced?

(5 pts)

If total points are:	Outstanding	Very Good	Good	Average	Poor	Unacceptable or not described
5	5	4	3	2	1	0
10	10	8	6	4	2	0
15	15	12	9	6	3	0
20	20	16	12	8	4	0
25	25	20	15	10	5	0

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

South Asia is a region characterized by vast differences in ways of living and thinking, ranging across a wide spectrum of class, gender, and education markers as well as across the urban-rural divide, and divergent access to new technologies. The region's traditions are multiple, thanks to a diversity of languages, ethnicities, and religious communities. In new post-colonial democratic systems, claims on the present are often made through competing interpretations of the region's past. All these different voices find a place in the activities organized and sponsored by Cornell University's South Asia Program.

Since Ezra Cornell and A.D. White collaborated to "found an institution where any person can find instruction in any study," Cornell has been at the vanguard of higher education in providing an inclusive community for women and men of all backgrounds, without restrictions in relation to gender, race, ethnicity, or cultural heritage. Inherent in Cornell's value system is a commitment to a culture of inquiry and an appreciation of multiple perspectives on any given topic. The South Asia Program takes Cornell's tradition very seriously and is committed to fostering a climate that encourages different perspectives and debate. This provides a richer and more robust training and experience for participants in our activities, helping them to become more effective citizens of the world.

Cornell has a long history of path-breaking research in applied agricultural research. The debate at Cornell on how to use new biotechnologies to address persistent problems of agriculture in South Asia is one area in which we see robust debate. The Indian government supports new uses of biotechnology to address problems of pesticide contamination, low agricultural yields, inadequate nutritional content of food products, and growing water shortages. Yet many voices in Indian civil society express strong doubts about biotechnological solutions. Cornell has been deeply involved on both sides of the debate. Cornell researchers have helped bring India's first biotechnologically produced food crop (eggplant=brinjal) to market-readiness. Other Cornell scholars contest such biotechnological interventions, sometimes working in sympathy with South Asian critics. In the area of climate change studies, researchers at Cornell differ in their views on the scale at which climate change interventions are most effectively made, and how much use should be made of local knowledge and local practices in developing responses to climate change.

In the area of South Asian politics, Cornell faculty, students, and researchers have diverse, often sharply divergent, perspectives on central issues facing the region, including the place of religion in democratic politics and civil society, the most appropriate way to address majority-minority population relations within the region's national politics, and decisions to be made in managing the region's natural resources (including fresh water and maritime port access). In our conferences and weekly seminar series we ensure that diverse and competing perspectives are

represented, often developing the agenda for these events in relation to the needs and interests expressed by our graduate and undergraduate students. In doing so, we fulfill the broad Cornell directives set out in its 2000 statement on diversity and inclusiveness, titled “Open Doors, Open Hearts, Open Minds.”

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Contemporary South Asia presents the United States with opportunities for fruitful economic and political cooperation, and with enormous challenges. India’s information technologies sector has increased the efficiency of some U.S. companies while also costing our nation jobs. India’s increasing political and diplomatic weight in Asia is important as a check to Chinese influence in Asia. However, India has largely failed to constrain China’s reach in areas such as Nepal and Sri Lanka. The India-Pakistan relationship remains fraught with difficulty, including possible nuclear conflict, while Pakistan remains unable to constrain insurgent and terrorist operations on Pakistani soil. Sri Lanka has failed to unite its citizens even after the formal end of civil war in 2009. Yet its growth rate has increased after war’s end and it is now considered an emerging market to watch. Nepal, despite the conclusion of civil hostilities, has failed to achieve a new constitution; its economy is weak, leading to internal and external migration. Bangladesh’s political and economic growth remains deadlocked, but the country raises important questions about to ensure economic growth and foreign investment, while protecting worker safety. Afghanistan will remain unstable, despite some democratic processes underway. Climate change is a major force in the region, reshaping migration patterns, agricultural yields, and threatening infrastructure.

Cornell’s South Asia NRC trains teachers and researchers, participants in international and national business, government and military personnel and employees of non-governmental/non-profit organizations to understand and function within this rapidly changing, diverse, and challenging region that is central to U.S. economic and diplomatic interests. The proposed project achieves this in several ways, increasing our national strength through global capacity building in multiple sectors of the educational pipeline from K-16, and beyond.

1. K-12 teacher-training outreach activities and South Asia-focused after-school activities for elementary students utilize high-level South Asia expertise provided by our program to strengthen the global curriculum of K-12 students, providing these students with a better foundation for higher studies and employment in a rapidly changing and internationalized arena.
2. The project develops sustained curriculum development partnerships with faculty members at community colleges and schools/programs of education in order to increase the breadth and depth of international education in these programs, preparing their students to participate in our increasingly globalized society and economy including through becoming K-12 teachers.
3. Our priority languages – Hindi, Urdu, Nepali, Sinhala, Tamil, and Bengali – train undergraduate, graduate, and professional students to function effectively in South Asia-related contexts, including government and the non-profit sectors, as well as international finance and business. We are the only program offering year-long curricula in Sinhala and Nepali, and meet a national and international need by preparing pedagogical materials.

4. Undergraduate, graduate, and professional students, plus short-term visiting scholars, rely on our extensive South Asia area studies curriculum and our impressive library collection of South Asia studies materials in preparation for professional contributions in government service and other sectors.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Cornell University, Cornell-Syracuse NRC South Asia Consortium

Name/Title of Authorized Representative (Printed): Christine Brown

Title: Grant & Contract Officer

Telephone: 607-255-2942

Signature:



E-mail: [cb284@cornell.edu](mailto:cb284@cornell.edu)

Date:

June 27, 2014

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

The Maxwell School of Citizenship and Public Affairs of Syracuse University, where the South Asia Center is located, is known for its vibrant intellectual life and diversity of opinion. Diversity of perspective is built into the varied programs of the school. For example, directed by faculty member Bill Smullen, National Security Studies is a premier professional development and training program for mid-level and senior-level officials who are or soon will be at the center of making decisions associated with strategic and operational security matters. In contrast, the Program for the Advancement of Research on Conflict and Collaboration (PARCC) runs The Institute for Creative Collaboration and Conflict Resolution. The Institute draws on the highly regarded faculty of Syracuse University's Maxwell School and noted practitioners that specialize in state-of-the-art theory, research and practice in the processes of constructively managing disputes.

In another view, the Institute of the Study of the Judiciary, Media and Politics is a first-of-its-kind academic institute devoted to the interdisciplinary study of issue at the intersection of law, politics, and the media. Speakers representing a variety of viewpoints are regularly brought to campus. In a related vein, the Institute for National Security and Counterterrorism (INSCT) at Syracuse University was established at the College of Law in 2003 through the vision of Professor William C. Banks. This Institute, run jointly the College of Law and The Maxwell School supports a systematic, interdisciplinary approach to important questions of law and policy related to national and international security and counterterrorism.

Maxwell is also a partner with the Center for Strategic and International Studies in Washington, D.C., giving our students and faculty access to its facilities, institutes and programming, including their programs on South Asia led by Karl F. Inderfurth, Senior Advisor, and Richard Rossow, Wadhwani Chair in U.S.-India Policy Studies.

Within the Moynihan Institute for Global Affairs, research and training ranges across the spectrum of political opinion and global issues. With Centers and Program focused on the Middle East, East Asia, South Asia, Europe and Latin America. The diversity of opinions in research and talks is enormous. The three themes linking the area programs are transnational security, transnational migration and transnational NGOs.

Across campus, diversity is captured in programming in the Newhouse School, with whom, for example, we host 15 South Asian journalists a year, as well as in the Falk School with its programming on nutrition, health and well-being.

**2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

Syracuse University and the Maxwell School of Citizenship and Public Affairs regularly train professionals who go into government service, as well as business and non-profit organizations.

Ranked first in the nation, SU's program in Public Administration is renowned for its contributions to government service, including the development of schools of public administration in South Asia. Master's in Public Administration students go into one of these areas, primarily government service and non-profit areas.

Our International Relations MA students also go into the Foreign Service, NGOs, and government work. Each of these enrolls approximately 100 students per year. Many take classes on South Asia, and our recent new course on Pakistan and Afghanistan is a valuable addition to the curriculum. The new MA in Public Diplomacy also attracts students interested in SA, while the Certificate of Advanced Study in Leadership of International and Non-Government Organizations trains our students specifically for non-profit work. The Certificate is composed of a cluster of four graduate courses (12 credits), organized by three thematic areas: 1) the operating context and key actors, 2) organizational leadership, and 3) policy context and analysis. In addition, the MPA program has faculty specializing in non-profit organizations.

With the Falk School, the new emphasis has South Asia has led to one current FLAS student in from the Department of Child and Family Studies and significant course development in the Department of Public Health, Food Studies and Nutrition, where faculty are developing both new courses focused on South Asia as well as recruiting students with South Asian interests. These are all professional programs.

In the Newhouse School of Public Communications, we have regularly had FLAS students, some in the program on Public Diplomacy and others in graduate programs in communications.

Ambassador Donald Planty, Professor of Practice, is currently director of the International Relations Program and provides specific mentoring for students seeking to enter government service. He is joined by Emeritus Professor of Practice and Ambassador, Goodwin Cooke. Teaching in Public Administration is Professor of Practice, Catherine

Bertini, formerly of the United Nations World Food Programme, advisor to the Gates Foundation, and now co-chair of the Initiative on Global Agriculture Development Project for the Chicago Council on Global Affairs. These three in particular guide students seeking careers in government service oriented to International Issues. Equally important in training a different set of students is the program in National Security Studies directed by Bill Smullen: NSS is a premier professional development and training program for mid-level and senior-level officials who are or soon will be at the center of making decisions associated with strategic and operational security matters.

Allowing further credentials aimed at preparing students for service jobs, students have opportunities to pursue course work toward a Graduate Certificate in Environmental Decision Making at State University of New York College of Environmental Science and Forestry (ESF).

Placement results demonstrate this: In recent years the breakdown of sector placement from graduates of the MPA program has been:

- 20-25% federal government (US or home countries of our international students)
- 20-25% state and local government
- 20-25% related private sector
- 15-20% non-profit sector
- 10-15% positions dealing specifically on international interests
- 5-10% continuing graduate study
- Up to 5% traditional law firm/legal practice

The Maxwell School has an active placement office, relying on contacts made over the years in order to place students in appropriate jobs. Currently, students who held FLAS at SU are in the embassies in Pakistan and India and Kenya, with World Bank, CARE in India, and Catholic Relief Services, Islamabad.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Syracuse University, Cornell-Syracuse NRC South Asia Consortium

Name/Title of Authorized Representative (Printed): Caroline B. McMullin

Title: Research Administrator

Telephone: 315-443-9358

Signature:  E-mail: cmcmulli@syr.edu

Date: 6/22/2014

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**


**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§ 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. § 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§ 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§ 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Grant & Contract Officer
APPLICANT ORGANIZATION Cornell University		DATE SUBMITTED June 27, 2014

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION			
Cornell University			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	Ms.	* First Name:	Christine
		Middle Name:	
* Last Name:	Brown		Suffix:
* Title:	Grant & Contract Officer		
* SIGNATURE:			* DATE:
			June 27, 2014


# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____	
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  Congressional District, if known: 22			<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  NA  Congressional District, if known:		
<b>6. Federal Department/Agency:</b> Department of Education			<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: 84.015 A & B		
<b>8. Federal Action Number, if known:</b>			<b>9. Award Amount, if known:</b> \$ 1,000,000		
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):  A			<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI):		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature:  Print Name: Christine Brown Title: Grants & Contracts Officer Telephone No.: 607-255-2943 Date: June 27, 2014		
<b>Federal Use Only:</b>				Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

# **Appendix List**

1. Course List for Cornell University
2. Course List for Syracuse University
3. Profiles for Project Personnel
4. Performance Measures
5. Letters of Support
  - a. SUNY Cortland Teacher Education Program
  - b. Tompkins Cortland Community College
  - c. Onondaga Community College

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015															
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15		
							FA 12	SP 13	FA 13	SP 14		FA 14	SP 15		
			ASIAN AMERICAN STUDIES				U	G	U	G					
AAS	1110		<b>Introduction to Asian American Studies</b> This interdisciplinary course will introduce students to key ideas and issues in the study of Asian American histories, cultures, and racial formation including, for example, matters of migration, social/cultural/legal citizenship, social movements, and cultural politics. Materials will include films, literature, historical and sociological texts, and media and popular culture texts and productions.	V. Munasinghe	3	30	n/a	n/a	43	0	Sabbatical	✓	n/a	✓	
AAS	3030	ANTHR 3703	<b>Asians in the Americas - A Comparative Perspective</b> This course examines the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States.	V. Munasinghe	4	40	9	0	n/a	n/a	Sabbatical	n/a	✓	n/a	
			APPLIED ECONOMICS AND MANAGEMENT												
AEM	4420		<b>Emerging Markets</b> The course provides a framework for examining the effectiveness of marketing strategies in economies in transition and identifying the challenges and opportunities for firms in low-income economies to access industrial markets. It also appraises the risk of entering markets in low-income economies and assesses the political, legal, cultural, and economic forces.	R. D. Christy	3	25	21	29	n/a	n/a	20	38	n/a	✓	n/a
AEM	4421		<b>Research and Strategy in Emerging Markets</b> The goal of the course is to offer students a unique learning and service team experience working with entrepreneurs and civil society organizations in emerging markets and economically disadvantaged communities. Students will learn about the challenges and opportunities of doing business and implementing development interventions in emerging markets. South Asia content percentage is dependent upon location of SMART project visits each year.	R. D. Christy, E. Mabaya	3	15%	n/a	n/a	8	29	n/a	n/a	✓	n/a	✓

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015														
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15	
							FA 12	SP 13	G	FA 13	SP 14	G	FA 14	SP 15
AEM	4540	ECON 4540	<b>China's and India's Growth Miracles</b> The growing economic might of China and India and their increasing integration into global trade and finance have put them firmly on the center stage of the world economy. This course undertakes a comparative analysis of the growth experiences of these countries through the twin lenses of international finance and development economics.	E. Prasad	3	50	21	2	n/a	n/a	n/a	n/a	n/a	n/a
AEM	4545	ECON 3545	<b>International Finance and Macroeconomics</b> This course will examine the determinants of international capital flows and their consequences for growth and volatility. Basic analytical models in international finance, including those related to exchange rate dynamics, will be covered. Emerging market perspectives on these issues will be emphasized, with a particular focus on the economies of China, and India.	E. Prasad	3	25	n/a	n/a	n/a	19	6	n/a	✓	n/a
AEM	4640	ECON 4640	<b>Economics of Agricultural Development</b> This course is designed to provide an understanding of the economics of the agricultural sector in low-income countries. Examples from a wide variety of developing countries, including South Asia have been provided to illustrate the basis for economic analysis.	S. Kyle	3	25	n/a	n/a	n/a	20	12	n/a	✓	n/a
AEM	6670	ECON 7700	<b>Topics in Economic Development</b> Topics vary from year to year but may include poverty, inequality, intra-household allocation, structural adjustment, and debt.	S. M. Kanbur	3	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
AEM	7620	ECON 7660	<b>The Microeconomics of International Development</b> This course is designed expose students to several interrelated literatures to explain the mechanics of key theories and methods and microeconomic behavior in the low-income world.	C. B. Barrett	3	25	n/a	n/a	n/a	0	23	n/a	✓	n/a

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015														
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15	
							FA 12		SP 13	FA 13		SP 14	FA 14	SP 15
							U	G		U	G			
AEM	7670	ECON 7670	<b>Topics in International Finance</b> We examine the effects of financial globalization on growth, volatility, transmission of business cycles, determinants of the direction and composition of capital flows, and analyze the implications of rising prominence of hedge funds, sovereign wealth funds, and other institutional investors. We will discuss the causes and effects of the financial crisis and what implications it has for the research agenda in international finance and macroeconomics.	E. Prasad	3	25	0	12	n/a	0	23	n/a	✓	n/a
			<b>ANTHROPOLOGY</b>											
ANTHR	1400		<b>The Comparison of Cultures</b> An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. The cultures range in form from those of small-scale tribal societies to those of state societies. We attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. Fiction, films, and exercises supplement the formal anthropological materials.	D. Holmberg./A. Willford	3	35	122	0	n/a	154	0	n/a	✓	n/a
ANTHR	2410	AAS 2100	<b>South Asian Diaspora</b> This interdisciplinary course (with an emphasis in anthropology) will introduce students to the multiple routes/roots, lived experiences, and imagined worlds of South Asians who have traveled to various lands at different historical moments spanning Fiji, South Africa, Mauritius, Britain, Malaysia, United States, Trinidad, and even within South Asia itself such as the Tamil-speaking population of Sri Lanka.	V. Munasinghe	4	100	n/a	n/a	6	1	n/a	✓	n/a	✓

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							FA 12	SP 13		FA 13	SP 14	FA 14	SP 15		
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ANTHR	2421	FGSS 2421	<b>Sex and Gender in Cross-Cultural Perspective</b> An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. This course examines aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definitions.	K. March	4	50	34	0	n/a	n/a	30	0	n/a	✓	n/a
ANTHR	2546	Asian 2254	<b>South Asian Religions in Practice</b> The course begins with a short survey of the major religious traditions of South Asia: Hinduism, Buddhism, Jainism, Sikhism, and Islam. We look to the development of these traditions through historical and cultural perspectives. The course then turns to the modern period, considering the impact of colonialism, nationalism, and globalization upon religious ideologies and practices.	A. Wilford	3	100	12	0	n/a	n/a	n/a	n/a	✓	✓	n/a
ANTHR	3420	RELST 3230	<b>Myth Ritual, and Symbol</b> This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems, and rites of passage.	D. Holmberg/A. Wilford	4	45	n/a	n/a	21	0	n/a	n/a	✓	n/a	✓
ANTHR	3545/ 7545		<b>Peoples and Cultures of the Himalayas</b> A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draws on the life of populations living in the Himalayan region of Bhutan, India, Nepal, and Tibet.	K. March	3	100	2	0	n/a	n/a	6	1	n/a	✓	n/a



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ANTHR	4432	FGSS 4432; ANTHR 7432	<b>Queer Theory and Kinship Studies</b> In this course we will review key texts in this field beginning with classic anthropological theories of kinship. We will consider the variability of sanctioned arrangements of sexuality, procreation, household labor and economy across the historical and ethnographic record. Focusing on this variation, we will pose relatedness as a question. Which lives, forms of desire, modes of embodiment are enabled, and which are objected through the grammar of kinship at work in a particular place and time?	L. Ramberg	4	15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ANTHR	4490	FGSS 4290; ANTHR 7490; FGSS 6290	<b>Sexual Politics of Religion</b> In addition to investigating the norms of family, gender, sex and the nation embedded in dominant institutionalized forms of religion, we will study such phenomena as ritual transgenderism, neo tantraism, theogamy (marriage to a deity), priestly celibacy and temple prostitution. The disciplinary and normalizing effects of religion as well as the possibilities of religiosity as a mode of social dissent will be explored through different ethnographic and fictional accounts of ritual and faithful practices in Africa, Asia and the Americas.	L. Ramberg	4	25	14	3	n/a	n/a	n/a	n/a	n/a	n/a
ANTHR	6542		<b>Violence, Symbolic Violence, Terror, and Trauma in South Asia and the Himalayas</b> This seminar will focus on violent conflict in South Asia. Key texts on social, ethnic, religious, and political violence in Sri Lanka, India, Nepal, and Pakistan as well as theoretical literature on violence, trauma, and human rights will provide the basis for general reassessment of the anthropological study of violence.	D. Holmberg.	4	100	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a

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ANTHR	7405	ANTHR 4405; RELST 4402	<b>The Anthropology of Conversion: Colonialism, Modernity and the Body</b> Working between postcolonial theory, queer theory and religious studies, this seminar will consider religious and sexual conversion among other projects of self and other transformation, such as reform and rehabilitation in settler and non-settler (post) colonies. Recent ethnographic accounts of religious conversion have focused on modern subject formation, colonialism and its legacies. In addition to this work, we will consider studies of sexual conversion projects and therapies, especially where they converge with religious conversion, as they often do.	L. Ramberg	4	40	n/a	n/a	0	4	n/a	n/a	✓	n/a	✓
ANTHR	7530		<b>South Asia: Readings in Special Problems</b> Selected readings in society, religion, and culture on South Asia. The main content of the course varies between each offering.	D. Holmberg/ K. March/S.A. Faculty	1-4 Variable	100	0	1	n/a	n/a	n/a	n/a	✓	n/a	n/a
			<b>ARCHITECTURE</b>												
ARCH	3402  5402		<b>Architecture, Culture and Society</b> This course addresses what have been the major issues in the theory and practice of architectural design through time and across cultures and how aesthetic judgment is related to more general systems of ordering within a particular society or group.	B. MacDougall	3	30	57	1	n/a	n/a	51	1	Retired -12/13		

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							U	G	U	G	U	G	FA 14	SP 15
ARCH	3819  6819		<b>Special Topics in the History of Architecture and Urbanism</b> East meets West: Theorizing the Vernacular Architecture. Guest speakers will talk about how the vernacular architecture existed in different parts of world before their interaction with the West including the sub-continent.	B. MacDougall	3	30	86	59	n/a	n/a	62	37	Retired -12/13	
			<b>ASIAN STUDIES</b>											
ASIAN	2215		<b>Introduction to South Asian Civilization</b> An interdisciplinary introduction to the cultures and histories of South Asia, with special attention to the intersections of religion, political authority, and the arts, as well as problems connected to gender and development. We look briefly at South Asian migration as well. Many sections of the course focus on questions of identity and belonging, looking at how people do, and have, express(ed) their relationship to places and social groups. This course is suitable for students not majoring in Asian Studies. Students with more specialized interests in Asia, and Asian Studies are also welcome.	A. Blackburn	3	100	14	0	n/a	n/a	12	0	n/a	✓ n/a
ASIAN	2250	RELST 2250	<b>Introduction to Asian Religions</b> This course will explore religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South Asian and East Asian), Sikhism, Confucianism, Daoism, and Shintō. We will also encounter a wide range of religious expressions, including myth, ritual, pilgrimage, mysticism, meditation, and other spiritual technologies.	D. Boucher	3	50	n/a	n/a	86	0	n/a	n/a	✓ n/a	✓

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							U	G	U	G	U	G	U	G	
ASIAN	2299	RELST 2299	<b>Buddhism</b> This course explores the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first part will deal with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We then turn to the transmission of Buddhism to Sri Lanka and Southeast Asia, next we look at Mahayana Buddhism encompassing China, Japan, and Tibet. We will also look at some of the ways Buddhist cultures have responded to modernity.	D. Boucher	3	60	n/a	n/a	n/a	41	0	n/a	✓	n/a	
ASIAN	2277	RELST 2277	<b>Meditation in Indian Culture</b> This course probes the truth behind traditional claims of the priority of internal practice in Indian traditions, and examines practices themselves, techniques of meditation and contemplation, religious ways of using intellect, forms of chant and ritual, and the dynamics through which these have left a wider mark on South Asian civilization.	D. Gold	3	100	n/a	n/a	116	2	n/a	n/a	n/a	n/a	
ASIAN	3309	RELST 3309	<b>Temple in the World: Buddhism in Contemporary South &amp; Southeast Asia</b> This course explores the unfolding of Buddhist life in contemporary South and Southeast Asia. We will see how the practices of meditation and philosophical reflection enter the lives of Buddhists, along with other expressions of devotion, aesthetic fascination, political action, and sociability. Our goal will be to recognize the sensual, emotional, and social qualities of Buddhist practice, and the ways in which life unfolds in a Buddhist idiom.	A. Blackburn	3	50	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓	



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ASIAN	3351	RELST 3351	<b>Indian Religious Worlds</b> A study of religious traditions as lived today in the Indian subcontinent. A longside some underlying similarities, attention will be paid to differences in piety and practice within alternative environments: urban and rural, male and female, more and less orthodox. In addition to several Hindu traditions, Sikh, Jain, Buddhist and Muslim traditions may also be treated.	D. Gold	4	100	n/a	n/a	n/a	n/a	n/a	n/a	Sabbatical	
ASIAN	3354  6654	RELST 6654, RELST 3354	<b>Indian Buddhism</b> This course explores the Buddhist tradition in South Asia from its origins in northeast India to its transplantation to Sri Lanka and Nepal; the early teachings attributed to the Buddha, the life of the monastic communities, and the role of women in the early tradition. This course also considers developments of spiritual orientation, most notably the rise of the new "vehicles" known as the Mahāyāna and the Vajrayāna, and an examination of more contemporary expressions of the Theravāda and Mahāyāna traditions where Indian Buddhism has survived into modern times.	D. Boucher	4	100	9	3	n/a	n/a	n/a	n/a	n/a	n/a
ASIAN	3366	SNLIT 4465	<b>Poetry of Classical India</b> The course will survey in translation a selection of major works of poetry, drama, and aesthetic theory and criticism from the Sanskrit literary tradition of ancient India.	L. McCrea.	4	100	n/a	n/a	5	0	n/a	n/a	n/a	n/a
ASIAN	4436	VISST 4436	<b>Topics in Indian Film</b> The course treats various aspects of Indian film, with focal topics to vary from year to year. These topics include religion in Indian film, Indian art films, and the golden age of Indian film. All topics are discussed in relation to the conventions of mainstream Bollywood cinema and their social and cultural significances.	D. Gold	4	100	n/a	n/a	20	1	12	1	n/a	Sabbatical

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ASIAN	4438 6638	RELST 6638	<b>Monks, Texts and Relics - Transnational Buddhism in Asia</b> What role did magic and ritual play in the growth of Buddhism in South and Southeast Asia? Where did Buddhist monks travel and why? This course examines how Buddhist communities were formed by networks that carried monks, potent texts, and relic talismans throughout these regions. from the beginning of Buddhism to the present day.	A. Blackburn	4	40	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
ASIAN	4441	RELST 4441	<b>Mahayana Buddhism</b> This course explores the origins and early developments of a movement in Indian Buddhism known as the Mahayana, and focuses on a small slice of this movement's voluminous literature. Topics of discussion include the career of the bodhisattva, the lay/monk distinction, attitudes of Mahayanists towards women and other Buddhists, and the development of Buddhist utopias and transcendent Buddha.	D. Boucher	4	100	n/a	n/a	2	0	n/a	n/a	n/a	n/a
ASIAN	4447		<b>Interpreting Indian Texts</b> For more than 3000 years, India has been home to vast and extremely rich poetic, religious, and philosophical literatures. One of the most notable features of Indian culture in all these areas is a highly developed tradition of self-analysis. This course will focus on how literary and religious intellectuals in classical India themselves thought and wrote about the proper way to read and interpret the scriptural, literary, and philosophical works which formed the basis of their own tradition.	L. McCrea.	4	100	2	1	n/a	n/a	n/a	n/a	n/a	n/a



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							U	G	U	G	U	G		
ASIAN	4460	RELST 4460	<b>Indian Meditation Texts</b> This course draws on approaches from literary criticism, anthropology, and religious studies to explore texts that record religious experience. Readings are drawn from classical meditation manuals of Hinduism and Buddhism and later yogic and devotional texts. No knowledge of Indian languages is required.	D. Gold	4	100	6	0	n/a	n/a	n/a	n/a	Sabbatical	
ASIAN	4462/662	RELST 4462	<b>Religion, Colonialism and Nationalism in South and South East Asia</b> Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.	A. Blackburn	4	50	1	4	n/a	n/a	2	9	n/a	✓ n/a
ASIAN	4455		<b>Gendering Enlightenment</b> Women have from the beginning been integral members of Buddhist traditions. But their voices have often been silenced by male clergy. This course will explore ways in which images of women and the feminine have been manipulated within normative literature to serve a variety of ends. We will also look at the lives of real Buddhist women in premodern and contemporary times as we think about the complex ways women have made space for their own interests.	D. Boucher	4	75	n/a	n/a	n/a	n/a	n/a	n/a	✓ n/a	✓



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							U	G	U	G	U	G		
ASIAN	6659	CLASS 7459, LING 6659, SANSK 3359	<b>Seminar in Vedic Philology</b> A seminar for intensive reading of Vedic texts, primarily the Rig Veda. Attention will be given to the study of Vedic ritual and mythology, and to the later commentarial and performance traditions. Students will be familiarized with the various methods, primarily philological, necessary for the competent reading of Vedic texts. Prerequisite: two years Sanskrit or permission of instructor.	Michael Weiss	4	100	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓
			<b>BENGALI</b>											
BENGL	1101		<b>Elementary Bengali I</b> For beginners, provides a thorough grounding in conversational, reading, and writing skills.	S. Mukherjee	6	100	6	0	n/a	n/a	3	3	✓	n/a
BENGL	1102		<b>Elementary Bengali II</b> For beginners, provides a thorough grounding in conversational, reading, and writing skills.	S. Mukherjee	6	100	n/a	n/a	5	2	n/a	n/a	✓	✓
BENGL	2201		<b>Intermediate Bengali I</b> Continuing focus on reading, writing, and conversational skills, this course is designed to advance students' oral competence and enhance comprehension skills through reading, conversations, and listening.	S. Mukherjee	3	100	2	2	n/a	n/a	2	1	n/a	n/a
BENGL	2202		<b>Intermediate Bengali II</b> Continuing focus on reading, writing, and conversational skills, this course is designed to advance students' oral competence and enhance comprehension skills through reading, conversations, and listening.	S. Mukherjee	3	100	n/a	n/a	3	0	n/a	n/a	✓	✓
BENGL	2205		<b>High Intermediate Bengali I</b> Gives comprehensive training in oral and written Bengali at a higher level than intermediate. Oral training covers reading and conversational Bengali expressions on daily life, topics with discussions, and offering opinions as global tasks. Written training includes reviews of current affairs.	S. Mukherjee	2	100	1	1	n/a	n/a	1	0	n/a	n/a

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[illegible]

**Regular Sanskrit courses cross-listed with Classics are presented under SANSK and SNLIT**

## CITY AND REGIONAL PLANNING

[illegible]

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							U	G	U	G	U	G	
CRP	4850		<b>Planning and Sustainability in the Nilgiris (to be offered every spring starting AY 14-15, at the Nilgiris Field Learning Center, India)</b> Drawing on an interdisciplinary literature, this course seeks to introduce students at the Nilgiris Field Learning Center (NFLC) to a body of work that will allow them to explore planning and sustainable development issues and related challenges in the Nilgiris Biosphere Reserve. It is a required course for all students attending the semester-long engaged research and learning program at the NFLC.	N. Kudva	4	100%	n/a	n/a	n/a	n/a	n/a	n/a	✓
			<b>Current Issues and Debates on NGOs</b> This seminar examines a range of topics that are key to understanding NGO actions: their effectiveness at service provision and advocacy; their political role in constructing social capital and strengthening civil society; their relationship with the state and with donor agencies; and issues related to organizational design for success. The emphasis throughout will be to critically evaluate the literature, research, and accounts on NGOs as both institutional actors in the development arena and as bounded organizations at the local level.	N. Kudva	3	25%	n/a	n/a	0	5	n/a	n/a	n/a
CRP	6090	GOVT 6293	<b>Comparative Urbanization</b> This graduate seminar draws on the experience of cities across varied contexts at two moments in recent history to examine processes of institutionalization and governance. The historical moments we will focus on are early industrialization and colonization (starting in the 19th century in the United States) and the current moment of late global capitalism in the context of a resurgent Asia (focusing on China and India).	N. Kudva	3	33%	n/a	0	5	n/a	n/a	n/a	✓

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							U	G	U	G	U	G		
CRP	6740		<b>Urban Transformations in the Global South</b> This course seeks to introduce Masters level students in City and Regional Planning to a body of work on the cities of the global South, their diversity, growth and change starting in the early twentieth century. Drawing on a large interdisciplinary literature, we consider the different ways in which scholars and researchers have sought to conceptualize and understand processes of city-building in the global South. Students spend about half their class time on a research project that extends through the entire semester, paralleling the class topics.	N. Kudva	3	25	n/a	n/a	n/a	0	17	n/a	n/a	n/a
			<b>COGNITIVE STUDIES</b>											
COGST	6330	LING 6633, HD 6330	<b>Language Acquisition Seminar</b> Topics include acquisition of meaning in infancy, precursors of language in early infancy, and atypical language development. Examples from child language learners in Sri Lanka and the Sinhala diaspora.	B. Lust	4	25	2	2	n/a	n/a	4	3	n/a	✓ n/a
COGST	3370	PSYCH 4360, LING 4436, HD 3370	<b>Language Development</b> The course uses examples from child language learners in Sri Lanka and the Sinhala diaspora.	B. Lust	4	25	n/a	n/a	19	0	n/a	n/a	✓ n/a	✓
			<b>COMPARATIVE LITERATURE</b>											
COML	3850	ASIAN 3389, VISST 3851	<b>Partition: Fiction and Film</b> The Partition of 1947 remains the defining moment of the birth of the nation in India, Pakistan, and Bangladesh. While academic discourse has only recently begun to tackle the human dimensions of this incredibly traumatic event -- with an estimated million dead and twelve million displaced -- Partition has been a rich subject for literature and cinema over the last half century. It continues to serve as a fulcrum in creating narratives of national, religious, linguistic, and gendered identity.	A. Banerjee	4	100	n/a	n/a	n/a	n/a	n/a	n/a	✓ n/a	n/a

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COML	3860	ASIAN 3387 VISST 3870	<b>Literature and Film of South Asia</b> Discussions of literary and filmic texts from present-day India, Pakistan, and Bangladesh, organized around nation and narrative; historiography; secularism and religious nationalism; gender; marginalized and diaspora identities. Authors studied range from canonical figures of Rabindranath Tagore, M. K. Gandhi, Ismat Chughtai, and Sadat Hasan Manto to contemporary pioneers like Mahasweta Devi, Kishwar Naheed, K. R. Ananthamurthy, and Taslima Nasreen. Films include auteur and independent cinema, Bombay potboilers, and documentaries.	A. Banerjee	4	100	n/a	n/a	8	0	n/a	n/a	n/a	✓
COML	4339	ASIAN 4440, FGSS 4339	<b>Bodies at the Border</b> Although the wounded, often feminine, body is the most powerful way of imagining border space in both the Indian subcontinent and the Americas, it is seldom coupled with the embodied practices and performances through which borders define everyday life and shape geographical and historical consciousness in the two regions. Drawing upon texts, media, and theory generated from South Asia and Latin America, the course will develop new comparative approaches to the constitutive role that bodies play in creating, maintaining, and imagining borders in the global South.	A. Banerjee, D. Castillo.	4	50	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓
			<b>CROP AND SOIL SCIENCES</b>											
CSS	4303	BIOPL 4303, BSOC 4303, GOVT 4303, STS 4303	<b>The GMO Debate: Science and Society</b> Private sector firms are actively marketing transgenic crops and other products of biotechnology globally. The public sector has been somewhat less active, but is becoming increasingly involved in transgenic technologies, particularly in less-industrialized countries. Developmental questions for the course begin with those we ask of all technology: at whose cost, to whose benefit? The course also investigates social movements that have arisen to block both the testing and commercializing of biotechnology products, arguing that the developmental consequences are negative.	R. Herring, J. Thies, P. Hobbs, P. Davies.	4	25	n/a	n/a	n/a	n/a	13	4	n/a	✓ n/a







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							U	G	U	G	U	G		
			<b>GOVERNMENT</b>											
GOVT	4194	ASIAN 4498	<b>Asian Political Economy</b> This seminar is an advanced introduction to political economy in contemporary South, Southeast, and East Asia. Our central task is to uncover the political underpinnings of economic performance across countries and over time. Along the way, we will address issues such as corruption and rent-seeking, the developmental state, class conflict, ethnic politics, reform and stagnation, and democracy.	T. Pepinsky,	4	25	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓
GOVT	4392		<b>Politics of Science</b> <b>(New Course starting Spring 2015)</b> <i>Description yet to be finalized by instructor.</i>	R. Herring	3	50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	✓
			<b>HINDI</b>											
HINDI	1101		<b>Elementary Hindi I</b> A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing.	S. Singh	6	100	15	1	n/a	n/a	17	1	n/a	✓
HINDI	1102		<b>Elementary Hindi II</b> HINDI 1102 is a continuation of HINDI 1101. The main emphasis in this course is to reinforce the linguistic functions learned in HINDI 1101, and to build comparatively more complex functions suitable for the HINDI 1102 level. The course adopts communicative approach, and much of the focus is to improve oral, written, and aural comprehension in Hindi.	S. Singh	6	100	n/a	n/a	7	2	n/a	n/a	✓	n/a



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							FA 12		SP 13	FA 13		SP 14	FA 14		SP 15
							U	G	U	G	U	G	U	G	
HINDI	2201		<b>Intermediate Hindi I</b> This is an intermediate-level course in Hindi. Students' competence in all four language areas will become very strong and solid. This course will work on building up their confidence in describing complicated situations and ideas in the target language, reading and writing speed, and clarity in listening comprehension such as news, complicated descriptions, and other media contents.	S. Singh	4	100	3	0	n/a	n/a	8	3	n/a	✓	n/a
HINDI	2202		<b>Intermediate Hindi II</b> This is an intermediate-level course in Hindi. Students' competence in all four language areas will become very strong and solid. This course will work on building up their confidence in describing complicated situations and ideas in the target language, reading and writing speed, and clarity in listening comprehension such as news, complicated descriptions, and other media contents.	S. Singh	4	100	n/a	n/a	3	0	n/a	n/a	✓	n/a	✓
HINDI	3301		<b>Advanced Hindi I</b> Selected readings in modern Hindi literature. Continued work on fluency in speaking Hindi on an advanced level. There will be a combination of different reading materials from literature, journals, newspapers, and many social, entertainment, and political magazines in Hindi. Discussions will be based on those readings and articles, hence giving opportunities to express views and opinions in a fluent and effective manner.	N. Rizvi & S. Singh.	3	100	2	2	n/a	n/a	4	0	n/a	✓	n/a

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015																	
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13						AY 13-14			AY 14-15	
							FA 12		SP 13		FA 13		SP 14	FA 14	SP 15		
							U	G	U	G	U	G					
HINDI	3302		<b>Advanced Hindi II</b> Selected readings in modern Hindi literature. Continued work on fluency in speaking Hindi on an advanced level. There will be a combination of different reading materials from literature, journals, newspapers, and many social, entertainment, and political magazines in Hindi. Discussions will be based on those readings and articles, hence giving opportunities to express views and opinions in a fluent and effective manner.	N. Rizvi & S. Singh.	3	100	n/a	n/a	2	2	n/a	n/a	✓	n/a	✓		
HINDI	4431		<b>Directed Study</b>	S. Singh	1-4 variable	100	n/a	n/a	n/a	n/a	0	1	n/a	✓	n/a		
HINDI	4432		<b>Directed Study</b>	S. Singh	1-4 variable	100	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓		
HISTORY																	
HIST	1190		<b>Gandhi and the Politics of Nonviolence</b> This course will examine the writings of Mohandas K. Gandhi, a leader of the nonviolent movement against British colonialism in India. In particular, students will consider whether Gandhi's philosophies of self-reliance, moral discipline, civil disobedience, nonviolent protest, and vegetarianism are applicable to living in the modern world, including the relationship between Gandhian non-violence and the American civil rights movement.	D. Ghosh	4	100	Last taught Spring 2011						n/a			n/a	✓
HIST	1910	ASIAN 1191	<b>Introduction to Modern Asian History</b> This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in a global economy and in world politics.	D. Ghosh and E. Tagliacozzo.	4	50	31	0	n/a	n/a	43	1	n/a	✓	n/a		

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015														
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15	
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15		
							U	G	U	G	U	G		
HIST	2190		<b>Women and Gender in South Asia</b> This course considers broad themes that have historically affected the status of South Asian women: discourses about backwardness, domesticity, nationalism, family and property rights, the law, violence, labor, and social activism. A significant theme of the course addresses the importance of gender to the making of South Asian nationalisms, and the forms of postcolonial governance it gave rise to after independence.	D. Ghosh	4	100								
HIST	2749		<b>South Asia and the Early Modern World</b> Starting with the establishment of the Mughal empire around 1500 and ending with the establishment of British dominance by 1800, the readings focus on recent debates over India's place in a global economy in the early modern period. The three major themes emphasize 1) state-formation on the Indian subcontinent; 2) encounters with peoples from beyond the subcontinent through commercial, diplomatic, military and maritime activities; and 3) exchanges of consumer goods and aesthetic practices.	D. Ghosh	4	100	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a
HIST	2750	ASIAN 2275	<b>History of Modern South Asia, 1700-1947</b> This introductory course is a broad survey of the history of the Indian subcontinent from the end of the Mughal empire around 1700 to the present. Prominent themes in the course include the emergence of religious and regional identities, ethnic violence, social reform and the "woman question," deindustrialization, and nationalism.	D. Ghosh	4	100	n/a	n/a	n/a	n/a	n/a	n/a	✓	✓
HIST	3101		<b>British History, from 1870 to the Present</b> An introduction to British history in the twentieth century with a focus on political change. Topics will include: the growth of mass politics, democracy and the welfare state; the impact of world wars, imperialism and decolonization on domestic politics; and Britain's changing relations with the US and Europe.	R. Travers	4	25	n/a	n/a	n/a	n/a	n/a	n/a	✓	✓

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015																
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13				AY 13-14				AY 14-15	
							FA 12		SP 13		FA 13		SP 14		FA 14	SP 15
							U	G	U	G	U	G	U	G		
HIST	4920/ 6921	ASIAN 4497	<b>India: Nation and Nationalism</b> This seminar begins with the premises of nationalism, how it is constructed, disseminated, challenged, and reassembled in the service of creating the idea of "India." It then turns to partition, the traumatic division of the Indian nation in 1947, and how this critical event has been represented in fiction, film, and history. The latter half of the course challenges ideas of Indian nationalism by using studies of space and the production of epics and history to imagine how Indian communities might be constituted in the extended postcolonial moment we are in.	D. Ghosh	4	100	n/a	n/a	5	7	n/a	n/a	✓	n/a	n/a	
HIST	4221		<b>The British in India</b> Examines the growth of British power in India before 1830. Topics include: the sequence and causes of historical conquests, the British-Indian army, colonial legal regimes and knowledge systems, and the social life of colonial towns.	R. Travers	4	75	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓	
HIST	4920		<b>India in the Twentieth Century: nationalism, colonialism, and modernity formerly (India: Nation and Narration, History and Literature)</b> This seminar begins with an introduction to the nationalist struggle for independence against British colonialism and ends with discourses about India's newfound economic power and nuclear authority. Following India's progress through the twentieth century, we will turn to partition, the division of the subcontinent into India and Pakistan, and the challenges that India and its neighbors face in light of changing international politics.	D. Ghosh	4	100	n/a	n/a	5	7	n/a	n/a	n/a	n/a	✓	



CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015														
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15	
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15		
							U	G	U	G	U	G		
HISTORY OF ART														
ART H	3611		<b>Art of South Asia 1500-present</b> South Asian art since the early modern era, including Vijaynagar architecture, Mughal art, British colonial art, posters, and modern painting.	I. Dadi	4	100	n/a	n/a	n/a	n/a	n/a	n/a		Sabbatical
ART H	4695		<b>Studies in Global Modern Art: Modern and Contemporary South Asia.</b> This seminar focuses on the art and visual culture of South Asia from the nineteenth century to the present. We will examine methodologies informed by art history, media studies, area studies, and postcolonial theory. These include colonial era photography, painting, and architecture; nationalist "oriental" painting from the early twentieth century; the consolidation of modernism during the mid-twentieth century; and contemporary artistic practice in the era of globalization.	I. Dadi	4	100	n/a	n/a	n/a	n/a	n/a	n/a		Sabbatical.
HUMAN DEVELOPMENT														
The following courses are available to students under the Human Development course number and are taught by South Asia faculty cross-listed with HD; all enrollments are found in the course's home department listing: COGST 6330, COGST 3370.														
INTERNATIONAL AGRICULTURE AND RURAL DEVELOPMENT														
IARD	4020	FDSC 4020	<b>Agriculture in Developing Nations I</b> Acquaints students with the major issues and problems in international agriculture and rural development and demonstrates how problems in development are being addressed in India. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases and visits in India. This course may be taken as a stand-alone course in international agriculture and rural development.	K. V. Raman, W. R. Coffman, P. Hobbs.	2	25	41	15	n/a	n/a	44	24	n/a	✓ n/a





Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13						AY 13-14			AY 14-15	
NATURAL RESOURCES																	
							FA 12	G	U	G	U	FA 13	SP 14	FA 14	SP 15		
NTRES	3330/ 6330	AIS 3330 , AMST 3330	<b>Ways of Knowing: Indigenous and Local Ecological Knowledge</b> Based on indigenous and local “ways of knowing,” this course (1) presents a theoretical and humanistic framework from which to understand generation of ecological knowledge; (2) examines processes by which to engage indigenous and local knowledge of natural resources, the nonhuman environment, and human-environment interactions; and (3) reflects upon the relevance of this knowledge to climatic change, resource extraction, food sovereignty, and issues of sustainability and conservation.	K. Kassam	3 UC/ 4 Grad	30	42	8	n/a	n/a	29	3	n/a	✓	n/a		
NTRES	7330		<b>Socio-Cultural and Ecological Role of Diversity</b> Given the dramatic and coupled nature of environmental and social change as well as the current limitations on understanding the implications of these changes for adaptation and resilience, the graduate seminar (1) examines the concepts of biological and cultural diversity, (2) explores empirical research that elaborates upon the relationship between biological and cultural diversity, and (3) determines the relevance of these coupled concepts to issues of sustainability and conservation.	K. Kassam	3	25	n/a	n/a	0	5	n/a	n/a	n/a	n/a	✓		



CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015																	
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13						AY 13-14			AY 14-15	
							FA 12			SP 13			FA 13		SP 14	FA 14	SP 15
							U	G	U	G	U	G	U	G			
PERSIAN (Near Eastern Studies)																	
NES	1320		<b>Elementary Persian I</b> The course is intended for beginners who have no proficiency in the target language. Students develop all four skills – speaking, listening, reading, and writing. By the end of this course students will be able to actively participate in conversations centered around family and friends, hometown, country, studies and work and daily activities.	I. Gocheleishvili	4	100	10	0	n/a	n/a	17	1	n/a	✓	n/a		
NES	1321		<b>Elementary Persian II</b> The course is designed with particular focus on communicative and speaking tasks in the classroom. Basics of colloquial Persian are also introduced. The course is designed with the ACTFL and ILR criteria in mind to make students competitive applicants for study abroad programs, scholarships and grants from government and non-government organizations.	I. Gocheleishvili	4	100	n/a	n/a	8	0	n/a	n/a	✓	n/a	✓		
NES	1322		<b>Intermediate Persian I</b> The course is designed with strong integration of modern colloquial Persian. By the end, students will be able to communicate on a variety of topics ranging from general to culturally specific to the target country, utilize authentic media in Persian and understand colloquial Persian on the advanced elementary-intermediate level.	I. Gocheleishvili	4	100	6	0	n/a	n/a	7	0	n/a	✓	n/a		
NES	2322		<b>Intermediate Persian II</b> The course is intended for those who have completed Elementary I and II, and Intermediate I, or have equivalent proficiency in the target language (with the instructor's permission). All course materials (readings as well as audio/video material) are exclusively authentic and are intended for native Persian speakers. Exercises are developed with strong emphasis on communicative activities and address the 5 C's in accordance with the National Foreign Language Standards: Communities, Cultures, Connections, Comparisons and Communities.	I. Gocheleishvili	4	100	n/a	n/a	7	0	n/a	n/a	✓	n/a	✓		

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015															
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15		
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15			
													U	G	U
			NEPALI												
NEPAL	1101		Elementary Nepali I Intended for beginners. The emphasis is on basic grammar, speaking and comprehension skills, utilizing culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.	S. Oja	6	100	3	0	n/a	n/a	2	0	n/a	✓	n/a
NEPAL	1102		Elementary Nepali II Prerequisite: NEPAL 1101 or examination. Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.	S. Oja	6	100	n/a	n/a	0	2	n/a	n/a	✓	n/a	✓
NEPAL	2201		Intermediate Nepali Conversation I Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.	S. Oja	3	100	1	1	n/a	n/a	2	1	n/a	✓	n/a
NEPAL	2202		Intermediate Nepali Conversation II A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.	S. Oja	3	100	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓
NEPAL	2203		Intermediate Nepali Composition I A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.	S. Oja	3	100	2	0	n/a	n/a	n/a	n/a	n/a	✓	n/a



CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015																
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15			
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15				
							U	G	U	G	U	G				
			POLICY ANALYSIS AND MANAGEMENT													
			Global Perspective on Violence Against Women Violence is committed against women worldwide at an alarming rate. This course focuses on the historical and current reasons and impact of violence against women both domestically and internationally. The impact of legislative, public, social, economic, or religious policies on the incidence of such violence is considered. Current and pending policies are identified and evaluated regarding their impact on violence against women in the United States and worldwide.													
PAM	4440	FGSS 4480		A. Parrot	3	25	30	1	n/a	n/a	n/a	n/a	n/a	✓	n/a	
			PHYSICAL EDUCATION AND ATHLETICS													
			Classical Indian Dance This course is designed to give students a working knowledge of Indian classical dance (Odissi style) in both movement and theory and promote general body and movement awareness. Basic exercises, steps, and step combinations will be learned as well as a full dance item.													
PE	1190	DANCE 1320		D. Bor	1	100	3	0	n/a	n/a	6	1	n/a	✓	n/a	
			PHILOSOPHY													
			Asian Philosophy This course provides an introductory survey of various Asian philosophies, which include the beginnings and foundations of the long tradition of Indian thought the Vedas, particularly, the Upanishads, the origination and development of Buddhism, Confucianism and Taoism.													
PHIL	2520			Y. Li.	4	25	8	0	n/a	n/a	n/a	n/a	n/a	✓	n/a	

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015																
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15			
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15				
			SANSKRIT				U	G	U	G	U	G				
SANSK	1131	LING 1131, CLASS 1331	Elementary Sanskrit I An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.	A. Ruppel	4	100	6	2	n/a	n/a	4	0	n/a	✓	n/a	
SANSK	1132	LING 1132	Elementary Sanskrit II An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.	A. Ruppel	4	100	n/a	n/a	5	2	n/a	n/a	✓	n/a	✓	
SANSK	2251	CLASS 2351	Intermediate Sanskrit I Review of grammar and readings of selected Sanskrit epic poetry and narrative prose.	A. Ruppel	3	100	3	1	n/a	n/a	3	0	n/a	✓	n/a	
SANSK	2252	CLASS 2352	Intermediate Sanskrit II Review of grammar and readings of selected Sanskrit epic poetry and narrative prose.	A. Ruppel	3	100	n/a	n/a	1	0	n/a	n/a	✓	n/a	✓	
SANSK	4431		Directed Study Advanced language study.	SA Faculty	1-4 variable	100	0	1	n/a	n/a	n/a	n/a	n/a	✓	n/a	
SANSK	4432		Directed Study Advanced language study.	SA Faculty	1-4 variable	100	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓	
			SANSKRIT LITERATURE													
SNLIT	3301	CLASS 3393	Advanced Sanskrit Literature I Prerequisite: two years study of Sanskrit or equivalent. Selected readings in Sanskrit literary and philosophical texts.	L. McCrea	4	100	3	2	n/a	n/a	0	1	n/a	✓	n/a	
SNLIT	3302	CLASS 3394	Advanced Sanskrit Literature II Prerequisite: two years study of Sanskrit or equivalent. Selected readings in Sanskrit literary and philosophical texts.	L. McCrea	4	100	n/a	n/a	3	2	n/a	n/a	✓	n/a	✓	

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015																
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15			
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15				
			SINHALA				U	G	U	G	U	G				
SINHA	1121		<b>Elementary Sinhala I</b> A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.	B. Herath	4	100	0	1	n/a	n/a	n/a	n/a	✓	n/a		
SINHA	1122		<b>Elementary Sinhalese II</b> Semi-intensive introduction to colloquial Sinhala, intended for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.	B. Herath	6	100	n/a	n/a	0	1	n/a	n/a	✓	n/a	✓	
SINHA	2201		<b>Intermediate Sinhala Reading I</b> This course further develops student competence in colloquial Sinhala, attending to all the language skills: listening, speaking, reading and writing. In addition, this course prepares students for the transition to literary Sinhala.	B. Herath	3	100	0	1	n/a	n/a	n/a	n/a	n/a	✓	n/a	
SINHA	2202		<b>Intermediate Sinhala Reading II</b> This course further develops student competence in colloquial Sinhala, attending to all the language skills: listening, speaking, reading, and writing. In addition, this course prepares students for the transition to literary Sinhala.	B. Herath	3	100	n/a	n/a	n/a	n/a	n/a	n/a	✓	n/a	✓	
SINHA	3301		<b>Literary Sinhala I</b> This one-semester course provides an introduction to the distinctive grammatical forms and vocabulary used in Literary Sinhala. While focused particularly on the development of reading skills, the course also introduces students to Literary Sinhala composition, and builds students' listening comprehension of semi-literary Sinhala forms (such as those used in radio and TV news).	B. Herath	3	100	1	2	n/a	n/a	n/a	n/a	✓	✓	✓	



CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015														
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15	
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15		
													U	G
SINHA	4400		<b>Literary Sinhala II</b> This one-semester course further develops students' comprehension of written Literary Sinhala, using sample materials from a variety of genres prepared by the instructor, as well as excerpts from texts relevant to graduate student research (when appropriate).	B. Herath	2-4 variable	100	n/a	1	1	n/a	✓		✓	✓
SINHA	4431		<b>Directed Study</b>	B. Herath	1 to 4	100	1	1	n/a	n/a	n/a	✓	✓	n/a
SINHA	4432		<b>Directed Study</b>	B. Herath	1 to 4	100	n/a	n/a	1	0	n/a	✓	n/a	✓
SCIENCE AND TECHNOLOGY STUDIES														
STS	4751	HIST 4751	<b>Science, Race, Colonialism</b> This course examines early enunciations of racial thought in the late 18th century and at the problems of classification before examining the roots of "Scientific Racism." Finally, the course also explores science and technology in colonial contexts, including "colonial technologies" (guns, steam- ships, and telegraphs) as well as medicine and public hygiene.	S. Seth	4	25	8	2	n/a	n/a	Sabbatical	✓		n/a
STS	6401	FGSS 6400, HIST 6410	<b>Science, Technology, Gender: Historical Issues</b> This course explores five, often interrelated, aspects of the literature on gender, science, and technology: (1) The historical participation of women (and men) in scientific work; (2) embodiment of scientific, medical, and technical knowledge; (3) scientific construction of sexuality; (4) gendering of technological systems and artifacts; and (5) feminist critiques of scientific knowledge.	S. Seth	4	25	n/a	n/a	0	6	Sabbatical	n/a		✓

CORNELL UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012 - SPRING 2015														
Dept.	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13			AY 13-14			AY 14-15	
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15		
							U	G	U	G	U	G		
STS	675I	HIST 675I	<b>Historical Issues in Science, Technology, Race and Colonialism</b> The course begins with the history of ideas, race and the development of "race-sciences" in the 19th century, including a sampling of primary materials on Darwinian theories of race and later formulations of social Darwinism. Later on, the course explores the importance of social statistics and technologies of identification (fingerprinting), medicine and hygiene, scientific nationalism and nationalist science, the periphery as laboratory, gender, savagery, and criminality.	S. Seth	4	25	n/a	n/a	n/a	Sabbatical	n/a		✓	
<b>TAMIL</b>														
TAMIL	112I		<b>Elementary Tamil I</b> To develop Tamil language proficiency (i.e. to develop the basic skills of listening, speaking, reading and writing in Tamil language). An interactive video-conference course.	D. S. Sudanandha.	4	100					✓		n/a	
TAMIL	1122		<b>Elementary Tamil II</b> Prerequisite Tamil I 121 To develop Tamil language proficiency (i.e. to develop the basic skills of listening, speaking, reading and writing in Tamil language). An interactive video-conference course.	D. S. Sudanandha.	4	100				✓	n/a		✓	
TAMIL	220I		<b>Intermediate Tamil I</b> <i>Taught via video-conference with Columbia University.</i> To further enhance the language proficiency (the basic skills of listening, speaking, reading and writing) adding linguistic and cultural nuances to the communication ability. Also to get acquainted with the literary and cultural milieu of Tamil country through the ages.	D. S. Sudanandha.	4	100					✓		n/a	
			<b>Intermediate Tamil II</b> Prerequisite Tamil 220I. <i>Taught via video-conference with Columbia University.</i> To further enhance the language proficiency (the basic skills of listening, speaking, reading and writing) adding linguistic and cultural nuances to the communication ability. Also to get acquainted with the literary and cultural milieu of Tamil country through the ages.	D. S. Sudanandha.	4	100				✓	n/a		✓	
TAMIL	2202			D. S. Sudanandha.	4	100							n/a	✓



The following courses are available to students under the VISSIT course number and are taught by South Asia faculty cross-listed with VISSIT, all enrollments are found in the course's home department listing: ASIAN 4336 (D.Gold), COML 3850 (A. Banerjee), COML 3860 (A. Banerjee)



SYRACUSE UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012-SPRING 2015																
Dept	Num	Cross-Listed	Course Title	Instructor	Credits	% SA	AY 12-13						AY 13-14			AY 14-15
							FA 12	SP 13	FA 13	SP 14	FA 14	SP 15				
							U	G	U	G	U	G				
ANT	324	WGS 324, SAS 324	<b>Modern South Asian Cultures</b> Societies of India. Pakistan, Bangladesh and Sri Lanka. Social organisation, economic and political structures, religions and world view, survey of languages, the arts. Transition and modernization, rural and urban problems	E. Bridger Wilson C. VanHollen	3	100	21				23					✓
ANT	357		<b>Health, Healing and Culture</b> Cross-cultural perspective on illnesses, health, medicine, and the body; medical pluralism.; biomedicalization: illness and moral reasoning; local and global political-economies of health and healing; globalization and medicine. Applied medical Anthropology. South Asian case studies are incorporated.	C. VanHollen	3	30	32							✓		
ANT	373		<b>Magic and Religion</b> Crosscultural study of magical and religious behavior, ritual, and belief systems in simple and complex societies. Specialists and their craft: shamans, priests. Curing, possession, witchcraft. Millennial and counterculture movements. Religious ideologies and innovations.	S. Wadley J. Burdick							38			✓		
ANT	421/621	SAS 421/622	<b>Gender and Sexuality in South Asia</b> Examines gender and sexuality in South Asia through ethnographies and films. Topics explored relating to gender and sexuality include: colonialism; nationalism; development; globalization; kinship; the life cycle; caste and class; religion; same sex/"third sex" identities.	C. VanHollen										✓		
ANT	426/626	IRP 426, SAS 426, PAI 626, SAS 626	<b>Special Topics: Cultures and Politics of Afghanistan and Pakistan</b> Introduction to Afghanistan and Pakistan, recent histories, cultures, current politics. Covers geography, religious systems, gender roles, economic systems, foreign policy issues, refugees, migration.	S. Wadley	3	100					18	6				



SYRACUSE UNIVERSITY SOUTH ASIA RELATED COURSES FALL 2012-SPRING 2015																
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							FA 12		SP 13		FA 13		SP 14	FA 14	SP 15	
							U	G	U	G	U	G				
ETS	315		<b>Tracing South Asian American</b> With a particular emphasis on literary and cultural production, this course will explore this long history of South Asians in North America—beginning with the earliest settlers who arrived in late nineteenth century and concluding with the effects of the “War on Terror.” We will consider how writers, filmmakers, and other artists have explored the experiences of diaspora and immigration, and the complex racial and gender politics of the U.S.	M. Desai	3	100				22						
ETS	350		<b>Reading Nation and Empire: National and Postcolonial Film</b> This course explores the complex relationship between cinema, nation, empire, and the postcolonial, drawing on the vibrant and diverse cinemas of Britain, West Africa, and India.	R. Hallas	3	30							✓			
ETS	350		<b>Reading Nation and Empire: South Asian Literature</b> This course includes literary texts that have responded to widespread changes in South Asian society by focusing on the city.	M. Desai	3	100								✓		
ENG	730		<b>Postcolonial Dialogues</b> The course is organized around four three-week units on the following themes: the relationship between colonial conquest and literary production/education; the emergence of anticolonial Black diasporic writing; the fraught relationship between the novel and national literature; and finally, the connection between autobiography and human rights discourse. The broad goal of the course will be to examine the ways in which literary culture has engaged questions of empire, nationalism, statehood, and human rights.	M. Desai	3	60				9						
FINE ARTS (ART AND MUSIC HISTORIES)																
HOM	285		<b>Introduction to World Music</b> Intro to world music in it's social, political and cultural contexts.	C. Babiracki	3	25				12				✓		✓

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							U	G	U	G	U	G				
HOM	383		<b>Worlds of Dance</b> A crosscultural exploration of dance cultures of the world. The structure, organization, meaning, and expressive power of dance and its connection to belief systems, politics, social organization, and aesthetic ideas.	C. Babiracki	3	25										✓
HOM	384	SAS 385	<b>Music and Dance of India</b> Selected music and dance traditions of India in their cultural, historical and performative contexts, representing classical, devotional, folk, tribal and popular arts. Performance as a window into Indian culture, society and modernization.	C. Babiracki	3	100					5		✓			✓
HOM	386	SAS 386 MES 386	<b>Sounds of the Silk Road</b> This course explores the ways in which the soundscapes of the overland Silk Road provide a window into history, commerce, migration, social life, values, faith, tolerance and conflict. Case studies from Turkish, Arabic, Persian, Central Asian, and South Asian performance traditions.	C. Babiracki	3	30									✓	
HOA	400	SAS 400	<b>Selected Topics: Art and Architecture of India</b> This course examines the art and architecture of South Asia (India, Pakistan and Bangladesh) from 1900 until the present, including the rise of the art academy in the Indian subcontinent prior to Partition (1947), the evolution of art movements in Lahore, Bombay and Calcutta, and the ways in which these different movements shaped different national ideals for various artists.	R. Ray	3	100					13				✓	
HOM	482		<b>The Rise of Global Pop</b> The development of world popular music throughout the 20th century in the contexts of colonization, modernization, resistance, nationalism and globalization. The sounds and production values of global fusions and issues of authenticity, identity and appropriation.	C. Babiracki	3	30					8					
FOREIGN LANGUAGE AND LITERATURE																
HIN	101	SAS 101	<b>Hindi/Urdu I</b> Introductory proficiency- based course, which introduces students to Hindi alphabet, speaking in Hindi, read, and write in culturally authentic contexts.	A. Dwivedi I. Woolford I. Wilson	4	100	8					7			✓	



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HIN	102	SAS 102	<b>Hindi/Urdu II</b> Introductory proficiency- based course, which prepares students to understand, speak, read, and write in culturally relevant contexts. Activities are conducted in Hindi.	A. Dwivedi I. Wilson	4	100			6				✓			✓	
HIN	201	SAS 201	<b>Hindi/Urdu III</b> Continuing proficiency- based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Hindi.	A. Dwivedi I. Woolford I. Wilson	4	100	6				3			✓			
HIN	202	SAS 202	<b>Hindu/Urdu IV</b> Continuing proficiency based course to develop communicative abilities even more.	A. Dwivedi I. Wilson	4	100			4							✓	
HIN	490		<b>Independent Study in Hindi</b>	T. Bhatia	1-4	100			1		2		✓	✓		✓	
HIN	620		<b>Hindi for Research Purposes</b> Language training to prepare students to conduct research in areas that require knowledge of Hindi.	T. Bhatia	3	100		12		9		2	✓	✓		✓	
HIN	690		<b>Independent Study in Hindi</b>	T. Bhatia	3	100				1		4	✓	✓		✓	
PRS	101		<b>Persian I</b> Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Persian.	H. Tabesh	4	100	8				5			✓			
PRS	102		<b>Persian II</b> Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Persian.	H. Tabesh	4	100			7				✓			✓	
PRS	201		<b>Persian III</b> Continuing proficiency-based course, which refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Persian.	H. Tabesh	4	100	2				3			✓			

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PRS	202		<b>Persian IV</b> Continuing proficiency-based course, which further refines and expands previously acquired linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and analyzing texts as a basis for the expression and interpretation of meaning. Activities are conducted in Persian.	H. Tabesh	4	100			3						✓
PRS	620		<b>Persian for Research Purposes</b> Language instruction to prepare students to conduct research in areas that require knowledge of Persian.	H. Tabesh	3	100		1	1		1	✓		✓	✓
GEOGRAPHY															
GEO	273		<b>World Political Economy</b> Survey of emergence of an integrated global political economy from the sixteenth century to the present. Creation of "developed" and "under-developed" regions. Case studies of the impact of global transformations on regions, including South Asia, and institutions.	M. Huber	3	25			70				✓		✓
GEO	367	ANT 367 WGS 367	<b>Gender in a Globalizing World</b> Economic and cultural processes of globalization as they affect different groups of men, women, and households; including gender and work, development and environmental change, and redefinitions of masculinity and femininity across the globe.	F. Sultana	3	25			18				✓		
GEO	374		<b>Environment and Development in the Global South</b> This course critically engages with the multiple ways that development processes and environmental concerns affect realities of peoples in the Global South. The course analyzes how issues of history, geography, and social relations are wrapped up in development discourses and environment-development debates. A significant number of cases are drawn from South Asia.	F. Sultana	3	30	15						30		



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GEO	400/600		<b>Sected Topics: Geographies of Water</b> This course takes a geographical approach to studying the ways that water comes to affect society and life at multiple levels that are social, political, economic, ecological and cultural. A closer analyses of some of the major controversies and concerns regarding water in different regions and sectors are investigated in order to critically understand aspects of water governance, water politics and conflict. Case studies from India and Bangladesh are highlighted.	F. Sultana	3	30	9						✓		
GEO	606		<b>Development and Sustainability</b> Critical analysis of international development and sustainability. Focuses on the complex political, economic, cultural, and ecological processes involved in development discourse and practice. Readings and case studies drawn from Latin America, Africa, and Asia.	F. Sultana	3	30			12		13				
GEO	755		<b>Political Ecology</b> Conceptual origins, theoretical influences, and current debates in political-economic and cultural aspects of nature-society relations. Topics include environmental social movements, theories of nature, environmental justice, environmental conflicts, gender and environment. Thirty-forty percent of the reading is based on research in South Asia.	T. Perreault F. Sultana	3	30							✓	✓	

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HISTORY															
HST	121		<b>Global History to 1750</b> This course introduces students to global history from the thirteenth century through 1750 by focusing on social, economic, political, intellectual, and religious developments in major regions of the world: Asia, the Middle East, Africa, and the Americas.	G. Kallander	3	30	88				96			✓	
HST	122		<b>Global history 1750-present</b> The development of global society since 1750. Exchanges, connections and interactions between Africa, Asia and the Pacific, India, Latin America and the Caribbean, and the Middle East. The relations between these regions, the Americas and Europe.	M. Shanguhya G. Kallander	3	30				76			✓	✓	
HST	300	SAS 300	<b>Selected Topics: Islam, Ethnicity &amp; Nationalism</b> This course introduces students to the relationship between nationalism, ethnicity and Islam through a study of the history of Pakistan between 1906 and 2008.	S. Basu	3	60	24								
HST	300		<b>Selected Topics: Gandhi and Gandhism</b> This course charts Gandhi's career against the background of events in London, South Africa and India. It examines the evolution and practical application of his ideas and techniques of non-violent resistance, and his attitudes toward the economy, society and state.	S. Basu	3	100				43					
HST	328	SAS 328	<b>Ancient and Medieval India</b> This introductory course will begin with the early history of India with an emphasis on the formation of traditional Indian kingship, religion, philosophy and culture. It will also explore the expansion and legacy of Islam, the foundation of Turkish, Mongol and Afghan empires, and the making of India's vast cultural mosaic.	S. Basu	3	100	16							✓	
HST	329	SAS 329	<b>Making of Modern India</b> India under the British Raj: The great rebellion of 1857; Rise of the Indian National Congress; Gandhi and the non-violent movement; Struggle for independence and the partition of India and Pakistan.	S. Basu S. Biswas	3	100				30			✓	✓	



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POLITICAL SCIENCE														
PSC	123		<b>Comparative Government and Politics</b> In this introductory course, we will study and compare the political systems of a number of important countries in the world – the United States, Britain, Germany, Japan, Russia, China, India and South Africa.	Y. Sezgin D. Kirilova A. Sadanandan	3	25	71	60	88	✓	✓	✓		✓
PSC	346		<b>Comparative Third World Politics</b> Examines thematically and comparatively the political systems of South America, South Asia, and Africa, exploring topics such as colonization, decolonization, nation-building, the postcolonial state and its institutions, the recent wave of democratization, and the challenges of socioeconomic development.	S. Sangmpam	3	25	18		16			✓		
PSC	389		<b>Politics of India</b> Introduction to politics in post-independence India. Surveys India's party system, institutional structures, political practices and socio-economic policies. Examines the reasons for India's democratic stability despite high levels of illiteracy, poverty and ethnic heterogeneity.	A. Sadanandan	3	100		15	13			✓		
PUBLIC ADMINISTRATION AND INTERNATIONAL RELATIONS														
PAI	700		<b>Terrorism in the 21st Century</b> This course discusses the ways and means in which states and international organizations have sought to counter terrorism in the post-9/11 period. In doing so we examine epistemological questions relating to political violence before attention shifts to case study analysis: UK, Pakistan, Afghanistan, Thailand and Somalia.	I. Kfir	3	40	15		15					
PAI	715		<b>Geopolitics of South Asia</b> This course looks at the region against the historical backdrop of its relations with the world. But the major focus is on the dramatic developments within South Asia during and since the 90's and the region's evolving relations with the US, China, Russia, Japan, Iran the Middle East and Central Asia.	T. Hussain	3	100	6		10			✓		

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PAI	759		<b>Girls' Education in the Developing World</b> Explores the benefits of girls' education; obstacles to higher numbers of girls in school; current situation in various developing countries.	C. Bertini	3	30							✓			
PUBLIC HEALTH, FOOD STUDIES AND NUTRITION																
NSD	400/600		<b>Selected Topics: Food as Medicine</b> This course explores the landscape of food and nutrition. past and present, the role of nutrition in therapeutic lifestyle changes and the use of food as a therapeutic modality.	S. Raj	3	25			13	8			✓			✓
NSD	555		<b>Food, Culture and Environment</b> This course enables students to develop an understanding of the complexities of the environment in which nutrition education and communication occur. This is environment comprised of diverse populations including multi-ethnic communities that require effective nutrition education. cross-cultural counseling and access to healthy and safe food and a highly complex food system that influences our life and impacts the environment we live in.	S. Raj	3	25			36		30				✓	
RELIGION																
REL	101		<b>Religions of the World</b> The nature and significance of religion within human culture and existence as evidenced in various religions of the world both past and present. South Asian religions are discussed.	G. Fisher D. Cheifer	3	25	86				35				✓	
REL	165	SAS 165	<b>Islam</b> Islam as a world religion. It's origins, major beliefs, rituals and historical development. emphasizing its geographical spread, diversity of interpretation and cultural expressions.	T. Kassam A. Abdel Meguid	3	30	15				44				✓	
REL	185	SAS 185	<b>Hinduism</b> Religious life of contemporary Hindus in India; gods, goddesses and other divinities; worship; sectarian movements; and rituals in the homes, in temples, and at other holy sites.	A. Gold D. Cheifer	3	100	43				56			✓		✓

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REL	627		<b>Globalization and Religion</b> Sophisticated works in globalization theory emerge from sociology, economics, political history and contemporary cultural studies with broad significance for the study of religion. Bringing these into conversation with religious studies is the project of this seminar. Examples from Hindu and Muslim practices are used as case studies.	J. Waghorne	3	25										✓
REL	628	ANT 628	<b>Muslim Rituals, Practices and Performances</b> Historical, cultural, and sociological analysis of pan-Islamic festivals and rituals. Local, culturally specific, unofficial practices in Islam.	T. Kassam	3	30							✓			✓
REL	689	ANT 689	<b>Memory, Culture, Religion</b> Collective memory and constructions of the past as cultural phenomena: the roles religious identities, values, and institutions play as individuals, communities, and nations recollect particular moments, eras, crises, and localities. How these phenomenon have been studied in South Asia is addressed.	A. Gold	3	35				17						
REL	696		<b>Gender and Religion in Theory and Practice</b> Focus on the intertwining of gender and religion: emphasis on gendered visions of power in mythic, symbolic, and ritual phenomena. Readings in feminist and anthropological theory as well as cultural cases in ethnography and history of religions.	A. Gold	3	25								4		
REL	699		<b>Writing Religions and Cultures: Ethnographic Practice</b> A range of aims and strategies for writing ethnographies of religion in the multiple contexts of culture, history, and politics.	A. Gold	3	30							✓			
SCHOOL OF MANAGEMENT																
SOM	354		<b>Managing in a Global Setting</b> Introduction to the concepts, framework, and issue of global business and how they influence management decisions: multinational firms; international trade; and the cultural, political, institutional, social, and economic environment of the global marketplace.	N. Jaabaji W. Geoghegan	3	25				45				52		✓



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SOCIOLOGY																
SOC	248	WGS 248	<b>Ethnic Inequalities and Intergroup Relations</b> Identification of individuals and groups by self and others as members of ethnic categories. Consequences of ethnic identifications for individual, group, and societal interaction. Emphasizing ethnic inequalities, group interactions, social movements and change, racism, prejudice, and discrimination.	D. Dow	3	25	41		37		42		✓	✓	✓	
SOC	301	SAS 301	<b>Contemporary Asian Americans</b> An overview of the Asian American experience.	P. Kurien	3	50	23								✓	
WOMEN AND GENDER STUDIES																
WGS	201		<b>Transnational Feminist Studies</b> Comparative study of women's lives, experiences, histories, and struggles across national and regional borders. Focuses on questions of theory, methodology, and practices.	H. Bhattacharya	3	25			73							
WGS	310		<b>Feminist Inquiries</b> Examine interdisciplinary approaches to feminist theories, methodologies, and epistemologies. Offers a comparative approach to feminist research. Students read, critique, and write from feminist perspectives and interrogate what it means to ask feminist questions.	C. Mohanty	3	30	20				21			✓		
WGS	410		<b>Advanced Studies in Feminist Thought: The State of Love</b> Using a transnational feminist framework, this course examines the relationship between love and the state. We will explore how "love" is understood in its daily commonsensical deployment as affection, romance and sex and shift to a more complex political and cultural terrain that both liberates and restricts. Further, the overlapping nature of love and violence at the intersection of race, caste, class, gender, sexuality and disability will be explored.	H. Bhattacharya	3				12							
WGS	425/625	SOC 425	<b>Feminist Organizations</b> Women's movement history in the United States and internationally. Successes and problems of organizations built by feminist activism. Implications for a new generation of feminist (and other) activism.	H. Bhattacharya	3	25							✓			

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WGS	452/652		<b>Feminism and Postcolonial Studies</b> Introduction to postcolonial studies and its engagement with feminism. Focus on cross-cultural feminist analysis of colonialism, neo-colonialism, decolonization, orientalism, and racism/racialization. Emphasis on questions of representation, agency, and subjectivity.	C. Mohanty	3	40	2	7						✓	
WGS	710		<b>Feminist Inquiries</b> Advanced critical inquiry of interdisciplinary approaches to feminist theories, methods methodologies, and epistemologies. Examines how feminism is defined, understood, practiced, and researched. Interrogates what it means to ask feminist questions.	C. Mohanty H. Bhattacharya	3	25				4					
WGS	795		<b>Practice of Transnational Feminism</b> Advanced seminar on issues of central concern for transnational feminist praxis and working space for discussion of ongoing student research. Anti-capitalist struggles; hegemonic feminisms; racialization; politics of knowledge; nationalism and sexual politics; anti-imperialist projects.	C. Mohanty	3	30						9			

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KFIR, ISAAC, 34	WILLFORD, ANDREW, 9
KUDVA, NEEMA, 16	WILSON, IAN, 33
KURIEN, PREMA, 50	WOODS, MARY, 11
KURUVILLA, SAROSH, 14	ZOLI, CORINNE, 34

## AGRICULTURAL SCIENCES

### COFFMAN, WILLIAM RONNIE

CORNELL

International Professor of Plant Breeding, CALS, Director, International Programs, CALS, tenured, appointed 1981

**Education:** University of Kentucky B.S. 1965, M.S. 1967; Cornell University Ph.D. 1971

**Academic Experience:** Plant Breeder, International Rice Research Institute, Los Baños, Philippines and Adjunct Professor, University of the Philippines at Los Baños (UPLB), 1971-1980; Department of Plant Pathology and Crop Physiology, Louisiana State University, 1978-1979;

**Distinctions:** Fellow, American Society of Agronomy, 1993; Outstanding Faculty/Staff Award, Agriculture & Life Sciences Alumni Association, 2004; International Agronomy Award, American Society of Agronomy, 2005; SUNY Chancellor Award for Excellence in Faculty Service, 2006; Women in Agronomy, Crops, Soils, and Environmental Sciences Mentoring Award, 2011; Inaugural recipient of the World Agriculture Prize (USD \$50,000), 2013

**Languages:** Spanish (1)

**Research and Teaching Specializations:** Agricultural biotechnology and crop improvement

**Field Experience:** For his research on rice breeding, he currently spends eight to ten weeks in South Asia each year.

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asian Materials:** IARD 4020 (also FDSC 4020) Agriculture in Developing Nations I, IARD 6020 (also FDSC 6020) Agriculture in the Developing Nations II (both courses co-taught with P. Hobbs and K.V. Raman) This course has a winter-term field component run in cooperation with three South Indian agricultural universities (see Field Experience, above)

**SELECTED PUBLICATIONS:** [HTTP://WWW.ORGSYNC.COM/COMPANY/CONTACTZ](http://WWW.ORGSYNC.COM/COMPANY/CONTACTZ) “COMMERCIALIZATION AND THE SCIENTIFIC RESEARCH PROCESS: THE EXAMPLE OF PLANT BREEDING,” WITH W.H. LESSER, AND S.R. MCCOUCH; P.E. STEPHAN AND R.G. EHRENBERG (EDS.), IN SCIENCE AND THE UNIVERSITY, UNIVERSITY OF WISCONSIN PRESS, MADISON, 2007.

“Sounding the Alarm on Global Stem Rust,” CIMMYT, El Batán, Mexico, 2005.

“The Future of Plant Breeding,” in Proc. 53rd Ann. Corn & Sorghum Res Conf, American Seed Trade Association, Washington, DC, 1998.

Rain-fed Lowland Rice, with D. J. D. Garrity, IRRI, Los Baños, Philippines, 1997.

**Theses Supervised in Past 5 Years:** 2 Masters

**South Asia Teaching and Research:** 30%

### DUXBURY, JOHN M.

CORNELL

Professor of Soil, Crop, and Atmospheric Sciences, tenured, appointed 1970

**Education:** University of Birmingham B.S. 1963, Ph.D. 1966

**Academic Experience:** Chester Beatty Cancer Research Institute, London, England, 1966-67; Research Associate, Cornell University, 1967-68; Belle Glade Research Center, University of Florida in 1977

**Distinctions:** Associate Editor and Division Chairman for the Soil Science Society of America, 1982-1988; Director of Cornell's Agricultural Ecosystems program, 1994-2005; Sustainability of Post Green Revolution Agriculture: The Rice-Wheat Cropping System of South Asia, 1996-2007; Food Security in Bangladesh : Improving Wheat, Maize and Papaya Production, and Impacts of Arsenic contamination 2002–2007; Research and Technology Dissemination Grant for “Food for Progress in Bangladesh 2009-2013”

**Research and Teaching Specializations:** Transformations and behavior in soils relative to agronomic production and environmental quality in temperate and tropical environments

**Field Experience:** Bangladesh, India, Nepal, Pakistan

**Contribution to the Study of South Asia**

—As former Director of Cornell's Agricultural Ecosystems program and a researcher with extensive South Asia experience, Professor Duxbury plays a leading role in the Cornell Tata Agriculture and Nutrition Initiative

—**Courses Integrating South Asian Materials:** SCAS 6690 Soil Organic Matter, HORT 4550 (also CSS 4550) Plant Mineral Nutrition

**Selected Publications:**

“Factors affecting paddy soil arsenic concentration in Bangladesh : Prediction and Uncertainty of Geostatistical Risk Mapping”, with Ahmed Z.U., Panaullah G.M., De Gloria S.D, in *Sci. of Tot. Environ.*, 412-413: 324-335, 2011.

“Genotype And Environment Effects on Rice (*Oryza sativa* L.) Grain Arsenic Concentration in Bangladesh . Plant and Soil, with Ahmed Z.U., Panaullah G.M., Gauch Jr H., Mc Couch S.R., Tyagi W., Kabir M.S, in *Plant and Soil*, 333, 263-274, 2010.

“Short-term Carbon Allocation and Root Lignin of Cry3Bb Bt and Non-Bt Corn in the Presence of Corn Rootworm”, in *Applied Soil Ecology*, pp. 57:16-22.

“Ammonia toxicity in aerobic rice: use of soil properties to predict ammonia volatilization following urea application and the adverse effects on germination”, in *European Journal of Soil Science*, 62:551-559, 2011.

“Influence of Soil Texture and Cultivation on Carbon and Nitrogen Levels in Soils of the Eastern Indo-Gangetic Plains,” with Gami S.K., and J.G. Lauren, in *Geoderma*, 153, pp. 304-311, 2009.

**Theses Supervised in Past 5 Years:** 12 Ph.D. (6 chaired)

**South Asia Research:** 55%

**HOBBS, PETER****CORNELL**

Associate Director International Programs in CALS Adjunct Professor, Department of Crop and Soil Sciences

**Education:** Reading University (UK) B.S. 1967, Kansas State University M.S. 1969, Cornell University Ph.D. 1972**Academic Experience:** Canadian Peace Corp Volunteer in Chiangmai University, Thailand associated with a Ford Foundation Project, 1972-1074**Distinctions:** Member of the RWC that received the King Baudouin award in for work in S. Asia, 2004; ASA International Service in Agronomy award, 2008; NACTA (North American Colleges and Teachers of Agriculture) Teaching Award, 2014**Research and Teaching Specializations:** International agriculture and rural development and soil and crop sciences: 1. Afghan Universities on curriculum and course content. 2. GPFA, an NGO working on agroforestry issues in the country**Field Experience:** Afghanistan, Pakistan, Sri Lanka, Nepal, Tibet, Philippines**Contribution to the Study of South Asia:**—**Courses Integrating South Asian Materials:** IARD 4020 (also FDSC 4020) Agriculture in Developing Nations I, IARD 6020 (also FDSC 6020) Agriculture in Developing Nations II (both co-taught with Professors Raman and Coffinan), CSS 4303 (also BIOPL 4303, BSOC 4303, GOVT 4303, STS 4303) The GMO DeBate: Science and Society (with Professors R. Herring, J. Thies, and P. Davies R. Herring, J. Thies, P. Hobbs, P. Davies, IARD/CSS 4140 Tropical Cropping Systems and IARD/CSS 4030 Traditional Agriculture**Selected Publications:** “One Size Does Not Fit All: Conservation Farming Success in Africa More Dependent on Management than on Location”, with Gatere, L., Lehmann, J., De Gloria, P., Delve, R., & Travis, A., in *Agriculture, Ecosystems and Environment*, 179:200- 207, 2013.“GlobalCrop Improvement Networks to Bridge Technology Gaps,” with Reynolds, M. P., Hellin, J., Govaerts, B., Kosina, P., Sonder, K., and Braun, H., in *Journal of Experimental Botany*, 63:1-12, 2011.“Important Rainfed Farming Systems of South Asia”, with Osmanzai, M., in *Rainfed Farming Systems*, Tow, P.G., I.M. Cooper, I. Partridge, & C.J. Birch (ed.), Springer, Dordrecht, Netherlands, 2011.“The Role of Conservation Agriculture in Sustainable Agriculture”, with Sayre KD & Gupta, RK, in *Philosophical Transactions of Royal Society B (UK)*, 363: 543-555, 2008.**Theses Supervised in Past 5 Years:** 19 M.P.S, 1 Ph.D.**South Asia Teaching and Research:** 15 – 20%**PELL, ALICE****CORNELL**

Professor, Animal Science, appointed 1990

**Education:** Radcliffe College B.A.1972; Harvard Graduate School of Education Ed.M. 1973; University of Vermont M.S. 1982, Ph.D. 1984**Academic Experience:** Department of Animal Sciences, University of Vermont, Burlington, 1984-1990**Distinctions:** College of Agriculture and Life Sciences Award for Faculty Excellence for Promoting Cultural Diversity, Cornell University, 2005; Extraordinary Professor, University of the Free State, Bloemfontein, South Africa, 2005-Present;**Research and Teaching Specializations:** International agriculture and development, modeling, rumen microbiology, forage evaluation**Field Experience:** India, Afghanistan, Sub-Saharan Africa**Contribution to the Study of South Asia:**

—Professor Pell is a microbiologist who works in international agriculture and development.

**Selected Publications:** “Stream Discharge in Tropical Headwater Catchments as a Result of Forest Clearing and Soil Degradation”, in *Earth Interactions*, Vol. 16, pp. 1-18, 2012.“The Effects of Some External Management Factors on the Nitrogen Composition of Cattle Manure on Smallholder Farms”, in *International Journal of Agronomy*, 2012.“Harmonizing Agriculture and Health Sector Actions to Improve Household Nutrition: Policy Experiences from Afghanistan (2002–2007)” in *Food Security*, Vol. 3 pp. 363-381, 2011.“Research Principles for Developing Country Food Value Chains”, in *Science*, Vol. 332, pp.1154-1155, 2011.

Emerging Technologies to Benefit Farmers in Sub-Saharan Africa and South Asia, with B.A. Larkins, S.P. Briggs, D.P. Delmer, T. Habtemariam, R. Lal, R.P. Dick, R.B. Flavell, R.J. St. Leger, J. Gressel and R.J. Wall, National Academy Press, Washington, DC., 2008.

“Revisiting the UNICEF Malnutrition Framework to Foster Agriculture and Health Sector Collaboration to Reduce Malnutrition: A Comparison of Stakeholder Priorities for Action in Afghanistan,” with E. J. Levitt and D.L. Pelletier, in *Food Policy*, 34, pp.156-165, 2008.**Theses Supervised in Past 5 Years:** 7 Ph.D. 3 M.A.**South Asia Teaching and Research:** 20%

**RAMAN, KANDUKURI V.****CORNELL**

Professor, Department of Plant Breeding, tenured, appointed, January 1993, Associate Director (Special Projects) IP/CALS; and Agricultural Biotechnology Support Project II

**Education:** Andhra Pradesh Agricultural University B.A., 1972; M.S. University of Reading, U.K., 1974; Ph.D. 1977;

**Academic Experience:** Center Director; AmeriCenter 1993-1996; Program Leader, Integrated Pest Management, International Potato Center, Lima Peru, 1978-92

**Distinctions:** Agricultural Biotechnology Support Project II (USAID-EGAT), 2002; Experiential Learning in Agriculture (USAID-ALO), 2003; Globalization and Agribusiness in India (USDA-ISE), 2004;

**Languages:** Telugu (4), Hindi (4), Tamil (3), Spanish (4)

**Research and Teaching Specializations:** Agricultural biotechnology with a focus on India, research on development and commercialization of genetically engineered organisms for improving rural livelihoods.

**Field Experience:** India, Peru, Bangladesh, Africa

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asian Material:** IARD 4020 (also FDSC 4020) Agriculture in the Developing Nations I, IARD 6020 (also FDSC 6020) International Agriculture in the Developing Nations II (both courses co-taught with P. Hobbs and W.R. Coffman)

**Selected Publications:** “Alleviating Poverty and Hunger with Pest and Disease Resistant Horticultural Crops: The ABSP Initiative”, *Indian Horticultural Congress*, The Horticulture Society of India, New Delhi, India. November 18-20, 2010, pp. 146-147, 2010.

“Post Harvest Food Losses to Pests in India,” with D. Pimentel, eds. Rattan Lal, David Hansen, Norman Uphoff and Steven Slack, in *Food Security and Environmental Quality in the Developing World*, Lewis Publishers, CRC Press, 2002.

“Applying Grades and Standards of Reducing Pesticide Residues to Access Global Markets,” eds. Rattan Lal, David Hansen, Norman Uphoff and Steven Slack, in *Food Security and Environmental Quality in the Developing World*, Lewis Publishers, CRC Press, 2002.

“Promoting Public and Private Sector Collaboration in Potato Late Blight Management Using Biotechnology,” eds. S.M. Paul Khurna, G.S. Shekhawat, B.P. Singh and S.K. Pandey, in *Proceedings of Global Conference on Potato "Potato, Global Research and Development"*, New Delhi, India, Vol 1. December 6-11, 1999, Published by the Indian Potato Research Association, Central Potato Research Institute, Shimla 171 001, India. pp: 571-577, 2000.

“Integrated Pest Management in Potato Production,” in *Proceedings of Global Conference on "Potato, Global Research and Development"* Vol 1. December 6-11, 1999, New Delhi, India Editors: S.M. Paul Khurna, G.S. Shekhawat, B.P. Singh and S.K. Pandey. Published by the Indian Potato Research Association, Central Potato Research Institute, Shimla 171 001, India. pp:345-251, 2000.

**Dissertations supervised over the past 5 years:** 12

**South Asia Teaching and Research:** 25%

## ANTHROPOLOGY

**BRUTSAERT, THOMAS****SYRACUSE**

Associate Professor, School of Education, tenured, appointed 2009

**Education:** Northeastern University B.S. 1988; Cornell University M.S. 1993; M.A. 1995; Ph.D. 1997

**Academic Experience:** Department of Anthropology, SUNY University at Albany, 2005-2009

**Distinctions:** National Science Foundation Grant for “Natural Selection and Genes Determining Higher Arterial Oxygen Saturation in Peruvian Quechua, 2011; Fulbright Specialist, Department of Anthropology, North Eastern Hill University, India, 2011

**Research and Teaching Specializations:** Gene and environment interaction, variation in human athletic ability, health and disease, high elevation adaptation

**Languages:** Spanish (4)

**Field Experience:** India, Peru, Bolivia, Mexico, Costa Rica, Italy

**Selected Publications:** “Low Ponderal Index is Associated with Decreased Muscle Strength and Fatigue Resistance in College-Aged Women,” with Gage TB, Kiyamu M, Tamvada KH, and White DD, in *Early Human Development*, 87(10), pp. 663-669, 2011.

“Angiotensin-Converting Enzyme Genotype and Arterial Oxygen Saturation at High Altitude in Peruvian Quechua,” with A. Bigam, M. Kiyamu, F. Leon-Verlarde, E.J. Parra, M. Rivera-Ch, & M.D. Shriver, in *High Altitude Medicine and Biology*, 9(2):167-78, 2008.

“Do High Altitude Natives Have Enhanced Exercise Performance at Altitude?” in *Applied Physiology, Nutrition and Metabolism*, 33(3):582-92, 2008.

**South Asia Teaching and Research:** 20%

**HOLMBERG, DAVID****CORNELL**

Professor of Anthropology and Asian Studies, tenured, appointed 1980

**Education:** Cornell University, B.A. 1974, M.A. 1975, Ph.D. 1980

**Academic Experience:** Anthropology, Middlebury College, 1980

**Distinctions:** Social Inclusion Atlas-Ethnographic Profiles Fellowship 2013-14; Fulbright-Hays Research Grant: "Ethnohistory of Compulsory Labor in Tamang Communities", 1996-97; Faculty grant for digital library collection, 2007; Wenner-Gren Foundation, Collaborating institution with Tribhuvan University Dept. of Sociology/Anthropology for Dor Bahadur Bista initiative for Doctoral Education - 2009-2014

**Languages:** Nepali (5), Tamang (5), French (4), Hindi (2), Spanish (2)

**Research and Teaching Specializations:** Sociocultural anthropology; ethnographic practice and writing; ritual, myth, and social organization; culture and power; ethnicity; shamanism; Buddhism; Himalayan cultures and societies; South Asia

**Field Experience:** Extensive travel to Nepal since 1971; India

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** ANTHR 1400 The Comparison of Cultures, ANTHR 3420 (also RELST 3420) Myth Ritual and Symbol, 6542 Violence, Symbolic violence, Terror and Trauma in South Asia and the Himalayas, ANTHR 7530 South Asia: Readings in Special Problems - Selected readings in society, religion, and culture on South Asia.

—**Courses Integrating South Asia Material:** ANTHR 6420 Theories of Ritual and Myth

**Selected Publications:** *Extracted Labor/Productive Ritual: Tamang Corvée in Hindu Nepal*, in progress.

"New Ritual/New Power: Tamang New Year in the New Nepal," in *The State of Religion in a Non-religious State: Discourses and Practices in the Secular Republic of Nepal* ed. Chiara Leitzia, under review.

"Ethnographic Agency, Field Assistants, and the Rise of Cultural Activism in Nepal," Special issue of *Ethnography*, forthcoming.

"Violence, Noviolence, Sacrifice, Rebellion, and the State," in *Studies in Nepali History and Society* 11.1, pp. 31-64, 2006.

*Order in Paradox: Myth, Ritual, and Exchange among Nepal's Tamang*, Cornell University Press, Ithaca, NY, 1991 (South Asian Edition Published by Motilal Banarsidas, paperback edition, with new introduction, 1996).

**Theses Supervised in Past 5 Years:** M.A. 2, Ph.D. 6 (Chair 3)

**South Asia Teaching and Research:** 75%

**MARCH, KATHRYN****CORNELL**

Professor of Anthropology and Feminist/Gender/Sexuality Studies, tenured, appointed 1981

**Education:** B.A. Stanford University 1971, Ph.D. Cornell University 1979

**Academic Experience:** Anthropology and Ecology, Tribhuvan University, Nepal, 1992, 1993-1994, 1997, 2005

**Distinctions:** Merrill Presidential Scholar Outstanding Educator, Cornell, 2001; Department of Education grant to support Digital Himalaya project (in collaboration with the University of Virginia), 2002; Cornell Institute of Public Affairs Distinguished Faculty Award, 2003; Stephen and Margery Russell Distinguished Teaching Award, Cornell, 2004; : Fulbright Lecturer/Research Scholar, Tribhuvan University, 2005

**Languages:** Nepali (3), Tamang (2), Sherpa (1), French (3), German (1)

**Research and Teaching Specializations:** Sociocultural anthropology, gender, narrative, social change, life histories, ethno-history, Nepal, Himalayas, Tibet

**Field Experience:** Nepal

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** ANTHR 3545/7545 People and Cultures of the Himalayas, ANTHR 7530/7531 South Asia: Reading in Special Problems, ANTHR 2421 (also FGSS 2421) Sex and Gender in Cross-Cultural Perspective, NEPAL 3360 Advanced Intensive Nepali (Summer Course)

**Selected Publications:** *Nepal in Conflict: Theoretical Underpinnings, Conflict Resolution, Conflict Transformation, and Peace-Building*, ed. with Kailash N. Pyakuryal and Bipin Acharya, SASON, Kathmandu, 2007.

"Two Houses and the Pain of Separation in Tamang Narratives from Highland Nepal," ed. G. Raheja, Reprinted in *Songs, Stories, Lives: Gendered Dialogues and Cultural Critiques*, Kali for Women Press, New Delhi, 2003.

*If Each Comes Halfway: Meeting Tamang Women in Nepal*, Cornell University Press, , Ithaca, NY, 2002.

*Dohor Namaste/Mutual Regards: America and Nepal Seen Through Each Other's Eyes*, with David Holmberg, Bhim Bahadur Tamang, and Surya Man Tamang, Kathmandu, Nepal: Jeevan Support Press, 1994.

*Women's Informal Associations in Developing Countries: Catalysts for Change?*, with Rachelle Taquu, Westview Press, Boulder, Colorado, 1985.

**Theses Supervised in Past 5 Years:** 12 M.A., 5 Ph.D.

**South Asia Teaching and Research:** 50%



**MUNASINGHE, VIRANJANI****CORNELL**

**ASSOCIATE PROFESSOR, ANTHROPOLOGY AND ASIAN AMERICAN STUDIES, TENURED, APPOINTED 1995.**  
**DIRECTOR, ASIAN-AMERICAN STUDIES PROGRAM, 2006-2009.**

**Education:** Sussex University B.A. 1985; Duke University M.A. 1988; Johns Hopkins University M.A. 1989, Ph.D. 1994

**Academic Experience:** Department of Anthropology, University of North Carolina at Chapel Hill, Fall 1994; Department of Anthropology, Duke University, 1995

**Distinctions:** Fellowship, Society for the Humanities Cornell University, 2001; Appel Fellowship for the Humanities and Social Sciences (recognizing excellence in teaching, scholarly promise and dedication to advancing knowledge), Cornell University, 2001 – 2002; Social Science Book Award, Association for Asian American Studies, for *Callaloo or Tossed Salad? East Indians and the Cultural Politics of Identity in Trinidad*; Mellon Seminar Participant on “Culture and Value,” Cornell University, 2004-05

**Languages:** Sinhala (2)

**Research and Teaching Specializations:** nationalism; race and ethnicity; comparison; South Asian diaspora in Caribbean and Asians in the Americas; political economy of slavery and indentured labor; historical anthropology; postcolonial theory; ethnic studies.

**Field Experience:** Trinidad

**Contribution to the Study of South Asia:** South Asian diaspora with focus on Americas

—**Courses Integrating South Asian Materials:** ANTHR 2410 (also AAS 2100), ANTH 3703 (also AAS 3030)

**Selected Publications:** “Foretelling Ethnicity in Trinidad: The Post Emancipation ‘Labor Problem,’” eds. Andrew Willford and Eric Tagliacocco, in *Clio/Anthropo*, Stanford University Press, Michigan, 2009.

“Narrating the Nation through Mixed Bloods,” ed. George Baca, In *Nationalism’s Bloody Terrain: Racism, Class Inequality, and the Politics of Recognition*. New York and London: Berghahn Press. (reprint of Social Analysis essay) 2006.

“Reclaiming theory in the face of epistemological collapse,” in *Knowing How to Know: Fieldwork and the Ethnographic Present*, Edited by Narmala Halstead, Eric Hirsch and Judith Okely. Oxford. Berghahn Books, EASA series, 2008.

“Douglas Logics, East Indians, Miscegenation and the National Imaginary in Trinidad,” in *Rethinking Diaspora Studies: Multi-Locality and Globalization*, ed. by R. Radhakrishnan and Susan Koshy, Oxford. Oxford University Press, (reprint of SAR essay with minor changes) 2008.

“Narrating the Nation through Mixed Bloods,” in *Social Analysis*, Vol. 49 (3) pp. 155-163, 2005.

**Theses Supervised in Past 5 Years:** 10

**South Asia Teaching and Research:** 60%

**SAMBERG, LUCINDA****CORNELL**

Assistant Professor of Anthropology and Feminist, Gender, and Sexuality Studies, tenure track, appointed 2011

**Education:** B.A. Bryn Mawr College 1984; M.A. Union Theological Seminary 1989; M.A. University of California, Berkeley 1999; Ph.D. University of California, Berkeley, 2006

**Academic Experience:** Mellon Postdoctoral Fellow, Feminist, Gender & Sexuality Studies/Society for the Humanities, Cornell University, 2006-2007; Visiting Assistant Professor of South Asian Religion, Women’s Studies in Religion Program, the Divinity School, Harvard University, 2009-2010; Assistant Professor, Gender and Women’s Studies, University of Kentucky, 2007-2011

**Distinctions:** Research Associate (Postdoctoral Fellowship). Women’s Studies in Religion Program, the Divinity School, Harvard University, 2009-2010; Fulbright IIE Research Award, 2014-2015

**Languages:** French (4), Kannada (4)

**Research and Teaching Specializations:** Medical Anthropology/ Feminist, Gender & Sexuality Studies

**Field Experience:** India

**Contribution to the Study of South Asia:**

—**Area Studies Courses:** ANTHRO 4490 (also FGSS 4290 & 6290/ANTHR 7490)

—**Courses Integrating South Asia Materials:** ANTHR 2468 (also BSOC 2468) Medicine, Culture, and Society, ANTHR 4432 (also FGSS 4432/ANTHR 7432) Queer Theory and Kinship Studies, ANTHR 7405 (also ANTHR 4405/RELST 4402) The Anthropology of Conversion: Colonialism, Modernity and the Body

**Selected Publications:** “Clinical Encounters and Citizenship Projects”, in *Medical Anthropology: Cross Cultural Studies in Health and Illness*, November 2014, Vol. 33 (6), forthcoming.

*Given to the Goddess: South Indian Devadasis and the Sexuality of Religion*, Duke University Press, forthcoming in 2014.

*Conjuality and Beyond: Sexual Economy, Citizenship and the Marital Form in India*, Edited with Srimati Basu, forthcoming with Women Unlimited Press in 2014.

“Troubling Kinship: Sacred Marriage and Gender Configuration in South India”, in *American Ethnologist* 40, no. 4, November 2013.

“When the Devi is Your Husband: Sacred Marriage and Sexual Economy in South India”, *Feminist Studies*, 37, no. 1, Spring 2011.

“Magical Hair as Dirt: Ecstatic Bodies and Postcolonial Reform in South India” *Culture, Medicine and Psychiatry*, Vol. 33, 4:501. December 2009,

**Theses Supervised in Past 5 Years:** Ph.D. 6 (Chaired 2)

**South Asia Teaching and Research:** 60%

**RODSETH, LARS**

SYRACUSE

Associate Professor, Department of Anthropology, tenured, appointed 2011

**Education:** University of Maryland B.A. 1981; University of Michigan M.A. 1987; Ph.D. 1993**Academic Experience:** Department of Anthropology, University of Utah, 1994-2011**Distinctions:** Wenner-Gren Foundation Dissertation Research Grant, 1990-1991; Wenner-Gren Foundation Conference Grant for an interdisciplinary conference on "Frontiers through Space and Time," held at the University of Utah, March 2001**Languages:** Tibetan (4)**Research and Teaching Specialization:** Political and historical anthropology, social theory, history of the human sciences, kinship, nationalism, violence, ideology**Field Experience:** Nepal, Caribbean, U.S.**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** ANT 300 Tibetan Civilization Tibet; ANT 300 Hindus of the Caribbean**Selected Publications:** "From Bachelor threat to fraternal security: Male associations and modular organization in human societies," *International Journal of Primatology*, 2012."The political significance of gender violence," in *Sexual Coercion in Primates: An Evolutionary Perspective on Male Aggression Against Females*, Martin N. Muller & Richard W. Wrangham, eds., Harvard University Press, Cambridge, MA, 2009."Remembering Mountain Meadows: Collective violence and the manipulation of social boundaries," with Shannon Novak, in *Journal of Anthropological Research*, 62(1):1-25, 2006."Giving up the Geist: Power, history, and the culture concept in the long Boasian tradition," in *Critique of Anthropology*, 25(1):5-11, 2005."WHEN: A conversation about culture," with Fredrik Barth, Robert Borofsky, Richard A. Shweder & Nomi Maya Stolzenberg, *American Anthropologist*, 103(2):432-46, 2001.**Theses Supervised in the Past 5 Years:** 1**South Asia Teaching and Research:** 30%**VAN HOLLEN, CECILIA**

SYRACUSE

Associate Professor, Department of Anthropology, tenured, appointed 2003

**Education:** Brown University B.A. 1987; University of Pennsylvania M.A. 1992; UC Berkeley and UC San Francisco Ph.D. 1998**Academic Experience:** Department of Anthropology, UC Berkeley, 1999; Department of Anthropology, University of Notre Dame, 2000-2003**Distinctions:** Fulbright Hayes DDRA Grant, 1995, Faculty Fulbright Award, 2003; Ananda Kentish Coomaraswamy Book Prize, 2005; American Institute for Indian Studies Senior Short Term Fellowship, 2006-07; Daniel Patrick Moynihan Award, Maxwell School of Citizenship and Public Affairs, Syracuse University, 2007; Steven Polgar Paper Prize, 2012**Languages:** Tamil (4), French (4), Hindi (1)**Research and Teaching Specializations:** Cultural anthropology, medical anthropology, reproduction, gender, development, nationalism, HIV/AIDS**Field Experience:** India, Sri Lanka**Contributions to the Study of South Asia:**

Director, South Asia Center, 2010-2012

—**Area Studies Courses:** ANT 324 Modern South Asian Cultures (also SAS 324). ANT 421 Gender & Sexuality in South Asia (also ANT 621 & SAS 421), ANT 625 Problems in the Anthropology of South Asia—**Courses Integrating South Asia Material:** ANT 357 Health, Healing & Culture; ANT 462 Culture & Reproductive Health and Medicine (also ANT 662)**Selected Publications:** *Birth in the Age of AIDS: Women, Reproduction, and HIV/AIDS in India*, Stanford University Press, Palo Alto, 2013."Breast or Bottle? HIV-Positive Women's Responses to Global Health Policy on Infant Feeding in India," in *Medical Anthropology Quarterly*, 25(4):499-518, 2011."Birth in the Age of AIDS: local responses to Global policies and technologies in South India," in *Reproduction, Globalization, and the State*, C. Sargent & C. Browner, eds., Duke University Press, Durham N.C., 2011."Navigating HIV, Pregnancy, and Childbearing in South India: Pragmatics and constraints in women's decision-making," in *Medical Anthropology*, 26(1), January 2007."Nationalism, Transnationalism, and the Politics of 'Traditional' Indian Medicine for HIV/AIDS," in *Asian Medicine and Globalization*, Joseph Alter, ed., University of Pennsylvania Press, Philadelphia, 2005.*Birth on the Threshold: Childbirth & Modernity in South India*. University of California Press, Berkeley, 2003 (South Asian version Zubaan, Kali for Women, Delhi, 2003).**Theses Supervised in the Past 5 Years:** 2**South Asia Teaching and Research:** 75%

**WADLEY, SUSAN SNOW****SYRACUSE**

Ford-Maxwell Professor, South Asian Studies/Anthropology, tenured, appointed 1970

**Education:** Carleton College B.A. 1965; University of Chicago M.A. 1967, Ph.D. 1973**Distinctions:** Senior Research Grant, American Institute of Indian Studies, 2004; Summer Stipend for Humanists, National Endowment for the Humanities, 1995; University Professors' Fellowship, National Endowment for the Humanities, 1998**Languages:** Hindi (4), French (4)**Research and Teaching Specializations:** Folk literature, social change, and women's lives in North India**Field Experience:** India**Contributions to the Study of South Asia:**

—Director, South Asia Center, Syracuse University, 1986-2006, 2009-2010, 2012-present

—**Area Studies Courses:** ANT 426 Cultures and Politics of Afghanistan and Pakistan (also IRP 426, SAS 426, ANT 626, PAI 626, & SAS 626); ANT 625 Problems in the Anthropology of South Asia—**Courses Integrating South Asia Material:** ANT 373 Magic and Religion; ANT 472 Language, Culture and Society (also ANT 672, LIN 472, LIN 672, WGS 472 & WGS 672)**Selected Publications:** *South Asia in the World: An Introduction*, M.E. Sharpe, New York, 2014.*Damayanti and Nala: The Many Lives of a Story*, Chronicle Books, New Delhi, 2011."Exploring the Meaning of Genre in two Indian Performance Traditions," in *Journal of the Institute of Ethnology*, Taipei, Taiwan, 2009.*Wife, Mother, Widow: Exploring Women's Lives in Northern India*, Chronicle Books, New Delhi, 2008.*Raja Nal and the Goddess: Inscribing Caste and Gender in the North Indian Oral Epic Dhola*, Indiana University Press, 2002.*Essays on North Indian Folk Traditions*, Chronicle Books, New Delhi, 2004."Assessing the Public Sphere: Dhola and Transformations over Time," in *Folklore, Public Sphere and Civil Society*, MD. Muthukumaraswamy & Molly Kaushal, eds., Indira Gandhi National Centre for the Arts, New Delhi and National Folklore Support Centre, Chennai, pp. 211-224, 2004."Raja Nal and the Rajputs: Seeking Status in the Oral Epic Dhola," in *Culture, Communities, and Change*, Varsha Joshi, ed.

Rawat Publications, Jaipur, pp. 104-132, 2002.

"One Straw from a Broom Cannot Sweep: The Ideology and Practice of the Joint Family in Rural North India," in *Everyday Life in South Asia*, Sarah Lamb and Diane Mines, eds., Indiana University Press, pp.11-22, 2002.**Theses Supervised in the Past 5 Years:** 7 PhD**South Asia Teaching and Research:** 75%**WILLFORD, ANDREW****CORNELL**

Associate Professor, Department of Anthropology and Asian Studies, Chair of Department of Anthropology, tenured, appointed July, 2000

**Education:** University of California, San Diego, B.A. 1989, M.A. 1991, Ph.D. 1998**Academic Experience:** Visiting Fellow, Institute of Southeast Asian Studies, National University Singapore, December 3, 2007-March, 17, 2008; Visiting Scholar, Institute of Advanced Study, Bangalore, August, 2009**Distinctions:** Atkinson Center for Sustainable Futures, Development Grant, Cornell-Keystone Project, "Biodiversity Conservation and Sustainable Livelihood Generation", rapid response fund. Team proposal (Kudva, Wolf, Agrawal, Stoltzfus, Willford, Yorke), 2012; Institute for Social Sciences (Cornell University). Small Grant. "Rights to the Forest: Impacts of Governance Changes on Health, Nutrition and Livelihoods in the Nilgiri Biosphere Reserve, India." Team proposal (Kudva, Stoltzfus, Willford, and Wolf), 2013; Fulbright-Nehru Research Scholar Award for India (2014/15): "Sacred, Groves, Urban Depression, and Biomedicalizing Mental Health Care in South India"; American Institute of Indian Studies Senior Research Fellowship (2014-15).**Languages:** Tamil (3), German (2), Indonesian/Malay (2)**Research and Teaching Specializations:** Various forms of Tamil and Hindu displacement, revivalism, and identity politics in Malaysia; technology and culture in South India**Field Experience:** Malaysia, India, USA**Contribution to the Study of South Asia:**

—Professor Willford's work on Tamils in Malaysia has taken him to South India, where he is starting his new research.

—**Area Studies Courses Taught:** ANTHR 1400 The Comparison of Cultures; ANTHR 2546 (also ASIAN 2254) South Asian Religions in Practice—**Courses Integrating South Asian Material:** ANTHR 3420 (also RELST 3420) Myth, Ritual, and Symbol**Selected Publications:** "Cosmopolitan Pasts and Monocultural Futures (?) of a Deccan Metropolis", in *Perdue*, Siu, and Tagliacozzo eds., *Asia Inside Out*, Harvard University Press, forthcoming.*Tamils and the Haunting of Justice: History and Recognition in Malaysia's Plantations*, University of Hawaii Press, forthcoming, 2014."From the Margins to Centre Stage: 'Indian' Demonstration Effects and Malaysia's Political Landscape," with Tim Bunnell, S. Nagarajan, in *Urban Studies*, 2010.*Clio/Anthropos: Exploring the Boundaries between History and Anthropology*. Andrew Willford and Eric Tagliacozzo, eds. Stanford University Press, 2009.*Age of Freedom: Tamil Identity and the Ethnic Fetish in Malaysia*. (University of Michigan Press, 2006; Asian edition: National University of Singapore Press, 2007.**Theses Supervised in Past 5 Years:** 8**South Asia Teaching and Research:** 25%

## ARCHITECTURE

### ANKLESARIA, SAROSH

SYRACUSE

Assistant Professor, School of Architecture, tenure-track, appointed 2011

**Education:** CEPT University, B.A. 2002, M.A. Cornell University 2011

**Academic Experience:** Architecture Department, CEPT University, 2004

**Distinctions:** Joint First Prize, Student Design Competition, Herwitz Art Gallery, CEPT University, 1997; Antonio Figuerado Prize, CEPT University, 1998; Panuhba Bhatt Award, CEPT University, 2002; John Hartell Award, 2006; Resident Scholar, Telluride Association, 2007

**Languages:** Hindi (5), Gujarati (5), German (4)

**Research and Teaching Specializations:** Professional architecture, informal settlements

**Field Experience:** India, South Africa

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** ARC 500: Practices of the Global South: Urban Informality & the Challenge of Slums

**Selected Publications:** "Kolkata Museum of Modern Art," in *Arquitectura Viva Monografias Monographs, Herzog & de Mueron*: (2005-2013), 157/158, p. 220, 2012.

**South Asia Teaching and Research:** 30%

### MAC DOUGALL, BONNIE G.

CORNELL

Professor Emeritus of History Architecture and Urban Development, tenured (retired 1/1/14), appointed 1980

**Education:** Cornell University B.A. 1962, M.A. 1965, Ph.D. 1973

**Academic Experience:** Department of Sociology (Anthropology), University of Sri Lanka, Peradeniya, 1979; Departments of Anthropology and Linguistics, University of British Columbia, 1969-1972

**Distinctions:** Senior Fulbright Hays Fellow, 1979; President's Fund for Educational Initiatives, 1988; Dean's Fund for Excellence, 1989; Faculty Grant for Digital Library Collections, advancing e-scholarship, Cornell University Libraries, 2004-2006; Faculty Innovation in Teaching Award, Offices of the President and the Provost, Cornell University, 2006-2008

**Languages:** Sinhala (3), Hindi (3), Bengali (2), Tamil(2)

**Research and Teaching Specializations:** Architecture, culture and society

**Field Experience:** India, Sri Lanka

**Contribution to the Study of South Asia:**

—Professor MacDougall is a past-director of the Cornell South Asia program

—**Area Studies Courses Taught:** ARCH 3806 Indian Architecture and Its Interpretation, ARCH 3819 Foundation Readings in South Asian Architecture (2008 special topics course)

—**Courses Integrating South Asia Material:** ARCH 3402/5402 Architecture, Culture and Society, ARCH 3819/6819 Special Topics in History of Architecture and Urbanism

**Selected Publications:** *Beyond the Taj, Architectural Traditions and Landscape Experience in South Asia*, A Luna digital and Artstor collection, Cornell University Libraries Digital Collections, 2009..

*Text into Form: Dwelling, Cosmos and Design Theory in Traditional South Asia*, <http://hdl.handle.net/1813/10307>, 2008.

"The Sinhala House: Landscape Experience and Domestic Order in Kandyan Sri Lanka", ed. Ronald G. Knapp, in *Asia's Traditional Dwellings*, Oxford University Press, 2003.

"Jantar Mantar: Architecture, Astronomy, and Solar Kingship in Princely India," *Cornell Journal of Architecture*, 1996.

"Sinhala Basic Course" (3 vol.), *Foreign Service Institute Basic Course Series*, U.S. Department of State, 1979.

**Theses Supervised in Past 5 Years:** M.A. 5

**South Asia Teaching and Research:** 35%

**WOODS, MARY****CORNELL**

Professor, Department of Architecture, tenured, appointed 1984

**Education:** Duke University, B.A., 1972; Columbia University, M.A. 1973, M.Phil. 1978, Ph.D. 1982**Distinctions:** Professional Development Fellowship, American Institute for Indian Studies, 2002-03; Senior Research Fellowship, Fulbright Foundation, 2002-03; Senior Research Fellowship, American Council of Learned Societies, 2007-08; Silver Medal, Florida Book Awards, Nonfiction, for *New Deal in South Florida: Design, Policy and Community Building 1933-1940*, Florida Books Awards Committee, Feb. 1, 2009; Appointment to Michael A. McCarthy Chair of Architectural Theory, 2010; Rogovin Fellowship, Center for Creative Photography, 2014-2015**Languages:** French(3), Italian(2)**Research and Teaching Specializations:** History of American architecture and cities; Historic and contemporary architectural education and professional practice in the United States and India; History of photography and cinema**Field Experience:** India and Sri Lanka**Contribution to the Study of South Asia:**—**Courses integrating South Asian materials:** ARCH 6816 Extreme Urban isms: Maximum and Minimum Cities-Special Topics Graduate Seminar; ARCH 1801/5801 Global Survey of the Built Environment from the Prehistoric to the Renaissance Period; ARCH 6801 Foundation of the Discipline-Public Space**Selected Publications:** "Illuminating Mumbai," in *Cities of Light*, eds. Sandy Isenstadt, Dietrich Neumann, and Margaret Petty. Routledge, 2015;"Un Passage Vers Modernité: Les Photographies de Luc Durand en Inde," in *Luc Durand: Itinéraires d'un Architecte*, ed. Etienne Desrosiers, in conjunction with the exhibition "Luc Durand, Architecte, Rétrospective 1945-2009," La Maison de la Culture Notre-Dame-de-Grâce, Montréal, 2014 ;"Pravina Mehta: A Woman Architect in Post-Independence India," ed. D. Fairchild Ruggles, in *Making Art and Architecture in Modern India: Woman's Eye, Woman's Hand*, Zubaan Press, 2014."Working in Mumbai and Beyond: Rahul Mehrotra," in *Habitus*, Winter 2010 (NB: This is the first profile of an Indian architect to appear in *Habitus*, an Australian periodical of Asian domestic architecture), Conference, Istanbul and Ankara, Turkey, 2010."The Other and the Other Modernism: Art Deco Picture Palaces of Mumbai," *Proceedings of the XIXth International DOCOMOMO*, Istanbul and Ankara, Turkey, 2010.**Theses Supervised in Past 5 Years:** M.A. 6, Ph.D. 5**South Asia Teaching and Research:** 10%**ARTS****ABIRACKI, CAROL****SYRACUSE**

Associate Professor, Department of Art and Music Histories, appointed 1999

**Education:** University of Minnesota B.A. 1975, M.A. 1978; University of Illinois Ph.D. 1991**Academic Experience:** Department of Music, University of Illinois at Chicago, 1987-88; Department of Music, Brown University, 1991-1995; Department of Music, Harvard University, 1995-99**Distinctions:** Senior Research Fellowship, American Institute of Indian Studies, 1993; Meredith Teaching Recognition Award, Syracuse University, 2004; Mellon Humanities Corridor Grant, 2010-2011; 2012-present Mellon Humanities Corridor working group grant**Languages:** Hindi/Urdu (5), Nagpuri (3), Mundari (3), French (4), German (2)**Research and Teaching Specializations:** Ethnomusicology, musical change, *adivasi* performance traditions**Field Experience:** India, Pakistan**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** HOM 384 Music and Dance of India (also SAS 385)—**Courses Integrating South Asia Material:** HOM 285 Introduction to World Music, HOM 383 Worlds of Dance, HOM 386 Sounds of the Silk Road (also SAS 386), HOM 482 Roots of Global Pop**Selected Publications:** "Ravābat darvāi-ye dastgāh-e shur" ("Interrelationships in Shur"), with Bruno Nettle, in *Faslnāmeḥ-ye Musiqi-ye Māhūr/Mahoor Music Quarterly*, 11 (42), 7-55."What's the Difference? Reflections on Gender and Research in Village India," in *Shadows in the Field: New Perspectives for Fieldwork in Ethnomusicology*, G. F. Barz & T. J. Cooley, eds., Oxford University Press, New York, 2008."Between Life History and Performance: Sundari Devi and the Art of Illusion," in *Ethnomusicology*, Winter 2008."The Illusion of India's 'Public' Dancers," in *Women's Voices Across Musical Worlds*, Jane Bernstein, ed., Northeastern University Press, Boston, 2004."Saved by Dance": The Movement for Autonomy in Jharkhand," for a special issue on the topic "*Music and the Idea of Tribe in India*," 32(1), *Asian Music*, Fall/Winter 2000-2001."Tribal Music in the Study of Great and Little Traditions of Indian Music," in *Comparative Musicology and the Anthropology of Music: Essays in the History of Ethnomusicology*, Bruno Nettl and Philip Bohlman, eds., University of Chicago Press, Chicago, 1991."Music and the History of Mundari-Caste Interaction in Chotanagpur," in *Ethnomusicology and Modern Music History*, Steve Blum, Philip Bohlman, and Daniel Neuman, eds., University of Illinois Press, Urbana, pp. 207-228, 1990.**South Asia Teaching and Research:** 60%

**BOR, DURGA****CORNELL**

South Asia Program, Administrative Assistant, Events Coordinator, Outreach Educator, appointed 1994, Visiting Lecturer, Department of Theatre Film and Dance, appointed 1995-2002, Lecturer appointed 2002- 2005, Department of Athletics Instructor appointed 2005-present

**Education:** Bryant & Stratton Business College 1969, Naropa University 1976, Triveni Kala Sangam, New Delhi, 1976-1981 five-year diploma in Odissi dance, Odissi Research Center, Orissa Dance Academy, Bhubaneswar, Orissa Oct. 1989 – Nov. 1990, 1994, 2005

**Academic Experience:** International Society for Traditional Arts Research (Amsterdam branch) 1984-89; Muziekschool Amsterdam 1991-94; De Nieuw Amsterdam (multi-cultural theatre school), fall semesters 1993 & 1994, Department of Anthropology, Syracuse University, spring semesters 1998 & 1999; Assistant Professor, Dance Department, Hobart and William Smith Colleges, spring 2007

**Distinctions:** AIPS, Professional Development Fellowship, 1989-1990; Cornell Council for the Arts Outreach Fellowship to construct and present "A Walk Through India" (outreach endeavor) with Max Bucholz & Nikolai Ruskin, 2004; American Institute for Indian Studies, Senior Fellowship in the Performing Arts, 2005; Cornell Council for the Arts Individual Artist's Grant to choreograph, produce and perform *Triveni* with Roxanne Gupta and Marcia Mai, Barnes Hall Auditorium, May, 2006.

**Languages:** Hindi (2), Dutch (3)

**Research and Teaching Specializations:** Indian classical dance (Odissi style) and South Asian dance history

**Field Experience:** India

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** DANCE 1320 (also PE 1190)

**Selected Publications:** "Transformations of Indian Dance: An Odissi Odyssey", in *Journal of the Indian Musicological Society*, Vol. 41, Mumbai, India, 2012.

"The Evolution of Odissi Dance, India and Beyond," ed. W. van der Meer, in *India and the World: The Performing Arts, Bake Series of Performing Arts World Wide*, Eburon Publ., Delft, Netherlands, 2011.

*South Asia Newsletter*, ed., semi-annual & annual newsletter, Fall 1999-present; contributor, *South Asia Program Newsletter*, 1994-present.

"A Great Dance Master Visits Cornell: the Life of Guru Kelucharan Mohapatra," *The New Twain*, November, 1996.

*Asian Dance Reader*, compiled for Cornell Department of Theatre, Film and Dance, 1995.

"Odissi Classical Dance," *ISTAR Newsletter*, vols. 3-4, Amsterdam, 1985.

**South Asia Teaching and Research: 100%**

**RAY, ROMITA****SYRACUSE**

**ASSOCIATE PROFESSOR, DEPARTMENT OF ART AND MUSIC HISTORIES, TENURED, APPOINTED 2006**

**Education:** Smith College B.A. 1992; Yale University M.A. 1994; Ph.D. 1999

**Academic Experience:** Colby College, 1998-1999; The Lamar Dodd School of Art, University of Georgia, 1999-2006

**Distinctions:** National Endowment for the Humanities. Summer Research Stipend, 2009; Yale Center for British Art, Visiting Scholar grant, 2009-2010

**Languages:** Bengali (5), Hindi (5), French (2), German (2)

**Research and Teaching Specialization:** South Asian art, art/architecture of the British Raj, 18th & 19th-century European Art, Orientalism, post-colonial theory

**Field Experience:** India; U.K.

**Contributions to the Study of South Asia:**

—**Area Studies Courses:** HOA 396 Art and Architecture of India

—**Courses Integrating South Asia Material:** HOA 556 Landscape and Empire, HOA 500 Art and Architecture at SU

**Selected Publications:** *Under the Banyan Tree: Relocating the Picturesque in British India*, Yale University Press, London, 2013.

"Going Global, Staying Local: Elihu Yale the Art Collector," in *Yale University Art Gallery Bulletin*, December 2012.

"Misty Mediations: Spectral Imaginings and the Himalayan Picturesque," in *Nineteenth-Century Art Worldwide*, 11(3), 2012.

"Baron of Bengal: Robert Clive and the Birth of an Imperial Image." *Transculturation in British Art, 1770-1930*. Julie F. Codell, ed., Ashgate, London, 2012.

"Inscribing Asymmetry: Johann Zoffany's BANYAN and 'The Extension of Knowledge'," in *South Asian Studies*, 27(2), 2011.

"Britain and the World Beyond," with Angela Rosenthal, in *Revised History of British Art, Vol. 2*, D. Bindman, ed. Tate Britain and Yale Center for British Art. pp. 86-115, 2008.

"Storm in a Teacup? Visualising Tea Consumption in the British Empire," in *Art and the British Empire, Volume II: Geographies*. Tim Barringer, Douglas Fordham, & Geoff Quilley, eds., Manchester University Press, Manchester, pp. 205-222, 2007.

"The Beast in a Box: Playing with Empire in Early 19th-Century Britain," in *Visual Resources: An International Journal of Documentation. Special Edition*, A. Bermingham, ed., pp. 7-31, March 2006.

"A Dream of Beauty: Inscribing the English Garden in Victorian India," in *Intrepid Women: Victorian Artists Travel*, Jordana Pomeroy, ed. Ashgate, London, pp. 51-66, 2005.

**South Asia Teaching and Research: 80%**

**PERLUS, BARRY****CORNELL**

Associate Professor of Art, Department of Art, Associate Dean of the College of Architecture, Art and Planning, tenured, appointed 1985.

**Education:** Case Western Reserve University B.A. 1972, Ohio University M.F.A. 1984

**Distinctions:** Juror's Award, 2<sup>nd</sup> Place-, International Works on Paper Exhibition, Ithaca, NY, 2003; Small Projects Grant, Cornell Council of the Arts, 2004; 30<sup>th</sup> Annual Grants for Photography, Light Work, Syracuse NY, 2004; Griffiths Observatory Star Award for Jantar Mantar website, 2005; Project Grant – Graham Foundation for Advanced Study in the Fine Arts New Course Grant – Faculty Innovations in Technology, Cornell University; Graham Foundation for Advanced Study in the Fine Arts, 2005; Faculty Innovation in Technology for a new interdisciplinary course: "Playing with Space and Time," 2005; Faculty Innovation in Technology for a new interdisciplinary course: "Studio in Space and Time," 2006

**Research and Teaching Specializations:** Photography

**Field Experience:** India, Nepal

**Contribution to the Study of South Asia:** Prof. Perlus has been involved in a multimedia project about the 18th-century astronomical observatories built in India by Sawaii Jai Singh of Jaipur. He currently has work from Jantar Mantar included in the year-long main show "Cosmic Wonder" at the Adler Planetarium, and will have a 30 second animation included in a documentary series on astronomy airing in September that was produced for a French-German TV network.

**Selected Publications:** "Panoramic image of the Jantar Mantar at New Delhi developed collaboratively as a landscape for use in conjunction with Stellarium's sky viewing software", at <http://www.stellarium.org/wiki/index.php/Landscapes>, 2008.

"Jantar Mantar: The Astronomical Observatories of Jai Singh: A Multimedia Project-in-Progress" in *Proceedings of the VAST International Symposium on virtual Reality and Cultural Heritage*, 2005.

"Solar Nexus: Using digital technology, Barry Perlus offers new views of India's ancient observatories," 8 page portfolio in *Cornell Alumni Magazine*, July-August, 2003.

"Photographs Taken by Barry Perlus in India Bring to Light Abiding and Universal – Qualities of Architecture," portfolio of photographs in *Progressive Architecture* 6.92, June, 1992.

*Made of Light: Photographs from India and Nepal by Barry Perlus*, Catalog of the exhibition at MIT and participating institutions, 12 pages with 6 black and white duotones and 2 color reproductions. Includes an essay about the photographs by author and critic, Roger Lipsey, 1991.

**Theses Supervised in Past 5 Years:** 5 MFA

**South Asia Teaching and Research:** 50%

**BUSINESS****BARRETT, CHRISTOPHER B.****CORNELL**

Stephen B. and Janice G. Ashley Professor of Applied Economics and Management, tenured, appointed 2011; and David J. Nolan Director of the Charles H. Dyson School of Applied Economics and Management, appointed 2014

**Education:** A.B. Princeton University 1984, M.S. University of Oxford 1985, Ph.D. University of Wisconsin-Madison 1994

**Academic Experience:** Adjunct Professor, Cardinal Stritch College, Madison, WI. 1992-1994; ssociate Professor and Assistant Professor, Department of Economics, Utah State University. 1994 – 1998; Research Fellow, Rural Development Research Consortium, Univ. of California-Berkeley, 2003-present; Visiting Professor, Department of Economics, University of Melbourne (Australia), January-June 2013; Visiting Professor, Department of Economics, Monash University (Australia), January-July 2013

**Distinctions: (selected)** SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities, 2009; Fellow, Agricultural and Applied Economics Association, 2010; Distinguished Fellow, African Association of Agricultural Economists, 2010; Cornell University College of Agriculture and Life Sciences' Award for Outstanding Career Accomplishments in Science and Public Policy, 2011; Agricultural and Applied Economics Association's Award for Outstanding Contribution to Applied Risk Analysis, 2012;

Agricultural and Applied Economics Association's American Journal of Agricultural Economics best article award, honorable mention, 2012; Fulbright Senior Scholarship to Australia, 2012-13; USAID Science and Technology Pioneers Prize, Grand Prize winner, 2013

**Languages:** French (3), Swahili (2)

**Research and Teaching Specializations:** Development Economics, Environmental and Resource Economics, International Economics

**Field Experience:**

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asian Materials:** AEM 7620 Microeconomics of International Development

**Selected Publications:** *Food Aid After Fifty Years: Recasting Its Role*, with Daniel G. Maxwell, London, Routledge, forthcoming.

*The Social Economics of Poverty: Identities, Groups, Communities and Networks*, editor. London, Routledge, forthcoming.

Rural Poverty Dynamics: Development Policy Implications, in *Agricultural Economics*, forthcoming.

Decomposing Producer Price Risk: An Analysis of Livestock Markets in Northern Kenya, *Food Policy*, forthcoming

Food Security and Sociopolitical Stability, ed., Oxford University Press, 2013

**Theses Supervised in Past 5 Years:** M.S. 4, Ph.D. 12

**South Asia Teaching and Research:** 45%

**KANBUR, RAVI****CORNELL**

T. H. Lee Professor of World Affairs, International Professor of Applied Economics and Management, Professor of Economics, tenured, appointed 1997

**Education:** Gonville and Caius College University of Cambridge B.A. 1975; Merton College University of Oxford M.Phil. 1977; Worcester College University of Oxford M.A. 1979, Ph.D. 1981

**Academic Experience:** Dept. Of Economics, Clare College, University of Cambridge, 1981-83, 2002-03, 2004 & 2007; Research Program on Taxation, Incentives and the Distribution of Income, London School of Economics, 1982-85; Dept. Of Economics, University of Essex, 1983-87; St. Anthony's College, University of Oxford, 1987-89 & 1993; World Bank, 1989-97

**Distinctions:** Advisory Board, Centre for Research on Inequality and Social Exclusion, University of Oxford, 2004-present; South Asia Advisory Council, The World Bank, 2004-08; Development Policy Council, Ministry of Foreign Affairs, Government of Sweden, 2007-09; Advisory Council on Women's Empowerment, The World Bank, 2007-09; Academic Panel on Fiscal Affairs, International Monetary Fund, 2007-09; Board of Directors, Global Development Network, 2008-present; Chair, Better Work Advisory Committee, International Labor Organization and International Finance Corporation, 2009-present

**Research and Teaching Specializations:** Public Finance; Theory of Income Distribution; Theory of Decision-Making Under Uncertainty, Development Economic, Inequality, Poverty and Development; Agriculture and Development, Including Problems of Rural-Urban Migration and Commodity Price Stabilization; Macroeconomic Stabilization and Structural Adjustment; Aid Policy, Global Public Goods and Development; Geographical Areas of Personal Interest and Research: (i) Asia: India, Malaysia, Sri Lanka (ii) Africa: Cote d'Ivoire, Ghana (iii) Latin America: Brazil

**Field Experience:** India, Sri Lanka

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asia Material:** AEM 6670 (also ECON 7700) Topics in Economic Development

**Selected Publications:** *Bridging Perspectives*, coeditor with N. Bali and M. Chen, SEWA Academy, 2012.

*Organizing Poor Women: The Andhra Pradesh Experience*, coeditor with S. M. Dev, S. Galab, and G. Aivelu, Academic Foundation Press, 2012.

"Informality, Illegality and Enforcement", coeditor with S. Lahiri and J. Svejnar, Special Issue of *Review of Development Economics*, Volume 16, Issue 4, 2012.

*Urbanization and Development in Asia*, coeditor with J. Beall and B. Guha-Khasnobis, Oxford University Press, 2012.

*Equity in a Globalizing World*, co-editor with A. M. Spence, World Bank for the Commission on Growth and Development, 2010.

*Urbanization and Development: Multidisciplinary Perspectives*, coeditor with J. Beall and B. Guha-Khasnobis, Oxford University Press, 2010.

*Development in Karnataka: Challenges of Governance, Equity and Empowerment*, ed. with G. Kadekodi and V. Rao, Academic Foundation Press, 2008.

**South Asia Teaching and Research: 20%**

**KURUVILLA, SAROSH****CORNELL**

Professor, School of Industrial and Labor Relations, tenured, appointed 1990

**Education:** University of Madras B.A. 1979, Xavier Labor Relations Institute M.A. 1981, University of Iowa Ph.D. 1989

**Academic Experience:** School of Labor and Industrial Relations, University of the Philippines, 1994; Department of Industrial Relations and Human Resources, University of Iowa, Jan/1986- July/1987 and Sept/1988 to Dec 1989; School of Labor and Industrial Relations, University of the Philippines, 1994; The Aarhus School of Business, Aarhus, Denmark. Jan-Dec 1997

**Distinctions:** Fulbright Research Scholar, 2004; SEAP Research Award, 2000 - 2005

**Languages:** English (3), Swedish (3), Hindi (3), Tamil (3), Malayalam (3), Danish (2)

**Research and Teaching Specializations:** Focus broadly in the area of comparative industrial relations and specifically on the linkages between industrial relations policies and practices, national human resource policies and practices and economic development policies.

**Field Experience:** South and Southeast Asia

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asia Material:** ILRCB 6370 Labor Relations in Asia

**Selected Publications:** "Informalization and Re-regulation in East Asia", with Sunwook Chung, in Malcolm Warner (ed.), *Managing Across Diverse Cultures in Asia*, Routledge, 2012.

"Global Value Chains and Offshoring", with Ariel Avgar, in Carola Frege and John Kelly (eds), *Comparative Industrial Relations*, 2012.

"Dual Alignment of Industrial Relations Activity: From Strategic Choice to Mutual Gains", in *Advances in Industrial Relations*, Vol. 18, 2011.

"No Panacea for Success. Member Activism, Organizing, and Union Renewal", with Robert Hickey and Tashlin Lakhani, in *British Journal of Industrial Relations*, Vol. 48, No. 1, Jan 2010.

"Globalization and Outsourcing: Confronting New Human Resource Challenges in India's Business Process Outsourcing Industry". *Industrial Relations Journal*, Vol 41, no 2, pp. 136-154, 2012.

**Theses Supervised in Past 5 Years:** M.A. 3, Ph.D. 3

**South Asia Teaching and Research: 33%**



**PRASAD, ESWAR****CORNELL**

Nandlal P. Tolani Senior Professor of Trade Policy & International Professor, Department of Applied Economics and Management, tenured, appointed 2007

**Education:** University of Madras B.A. 1985, Brown University M.A. 1986, Ph.D. University of Chicago 1992

**Academic Experience:** International Monetary Fund, 1990-2006; Senior Fellow and New Century Chair in International Economics Brookings Institution 2008; IZA (Institute for the Study of Labor, 2002

**Distinctions:** Member, Advisory Committee, Peterson Institute for International Economics; Member, Advisory Board, China and the World Economy; Member, Global Crisis Group, International Growth Centre; Founding editor of *IMF Research Bulletin*, June 2000-December 2002; Associate Editor of *IMF Staff Papers*, the IMF's scholarly journal, 1999; Co-editor of *IMF Staff Papers*, 2000-06; Editorial advisor, *Finance & Development*, 2004-06, Research Associate, National Bureau of Economic Research, Cambridge, MA

**Languages:** English (5), Polish (3), Hindi (4), Tamil (4)

**Research and Teaching Specializations:** The intersection of macroeconomics and international finance; interested in understanding the determinants and consequences of international capital flows, especially for developing economies. China and India, monetary policy, capital account liberalization and sustainable growth.

**Field Experience:** India & China

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asian Materials:** AEM 4540 (also ECON 4540) China's and India's Growth Miracles, AEM 4545 (also ECON 3545) International Finance and Macroeconomics

**Selected Publications:** New Paradigms for Financial Regulation: Emerging Market Perspectives, coed. with Masahiro Kawai, Brookings Institution Press, December 2012.

"A Pragmatic Approach to Capital Account Liberalization," with Raghuram Rajan in *Journal of Economic Perspectives*, 2010.

"Foreign Capital and Economic Growth," with Raghuram Rajan and Arvind Subramanian, in *Brookings Papers on Economic Activity* 38(1), pp. 153-230, 2007.

"China and India: Learning from Each Other," with Jahangir Aziz, and Steven Dunaway, eds, International Monetary Fund, Washington, D.C., 2006.

**South Asia Teaching and Research: 20%**

**RAJ, S.P.****SYRACUSE**

Distinguished Professor, Department of Marketing, Whitman School of Management, tenured, appointed 2007

**Education:** Indian Institute of Technology, Chennai B.S. 1975; Carnegie-Mellon University M.S 1977, Ph.D. 1981

**Academic Experience:** Kellogg Graduate School of Management (visiting), 1985-86; Department of Applied Economics and Management, Cornell University, 2005-2007

**Distinctions:** The John D.C. Little Best Paper Award from The Institute for Management Sciences, College on Marketing, 1988; The Donald Lehmann Award from the American Marketing Association, 1999; present Awarded best case on Managerial Issues in Transitory Economies awarded by the European Foundation for Management Development, 2006; European Foundation for Management Development 2006 prize for writing case titled "Indraprastha Ice and Cold Storage Ltd. (A)," with A. Adhikari; Founding Editor, *Journal of Agribusiness in Developing and Emerging Economies*, 2011-present

**Languages:** Tamil (5), Hindi (3)

**Research and Teaching Specializations:** Business strategies in India, customer purchasing behavior, management of new product development, and role of the internet in marketing

**Contributions to the Study of South Asia:**

—Has taught programs for executives in India and he is interested in developing a focus on India-U.S. business relations

—Developed cases on business issues in India as editor of *Journal of Agribusiness in Developing and Emerging Economies*

**Selected Publications:** "The R&D Outsourcing Decision: Environmental Factors and Strategic Considerations," with J. M. Pattit & D. Wilemon, in *International Journal of Innovation and Technology Management*, forthcoming.

"Indraprastha Cold Storage Ltd: Value Added Strategy in an Emerging Market," IVEY Publishing, Prod. #: W12470-PDF-ENG, Harvard Business School Publishing, 2013.

"An institutional theory investigation of U.S. technology development trends since the mid-19<sup>th</sup> century," with J.M. Pattit and D. Wilemon, in *Research Policy*, 2012.

"Market orientation when customers seem content with the status quo! Observations from Indian agri-business and a case study," with A. Adhikari, in *Market Orientated? The Metamorphosis of Food and Agricultural Production and Marketing*, Adam Lindgreen & Martin Hingley, eds., Gower Publications, 2009.

"Components of Optimal Price," with A. Basu and T. Mazumdar, in *European Journal of Operational Research*, November 2007.

"Reference Price Research: Review and Propositions," with T. Mazumdar and I. Sinha, in *Journal of Marketing*, October 2005.

**South Asia Teaching and Research: 20%**

## CITY AND REGIONAL PLANNING

### CHUSID, JEFFERY

CORNELL

Associate Professor, Department of City and Regional Planning, long-term contract, appointed 2005

**Education:** UC Berkeley B.A. 1978, M.A. 1982

**Academic Experience:** University of Southern California, School of Architecture, 1983-1984, 1985-1997; University of Texas at Austin, School of Architecture, 1997-2005

**Distinctions:** Distinguished Teaching Award, University of Texas School of Architecture, 2000; Distinguished Teaching Award, College of Architecture, Art and Planning, Cornell University, 2006

**Languages:** English (5), Russian (3), Spanish (3), French (2)

**Research and Teaching Specializations:** India: The architecture and planning of Joseph Allen Stein; the conservation of post-independence modern architecture and planning; "green" design features in historical architecture; Urban design master plan for the town of Diggi, Rajasthan.

**Field Experience:** Fiji, India

**Contribution to the Study of South Asia:**

—Professor Chusid has begun work in India with enthusiasm, giving presentations on the extensive work in New Delhi by the American architect Joseph Allen Stein and inviting influential Indian architects to speak on their work.

—**Courses Integrating South Asian Materials:** CRP 5630: Problems in Contemporary Preservation Practice, CRP 4970 Independent Study in conjunction with winter trip to Delhi and Rajasthan.

**Selected Publications:** *An Innocent Abroad: Joseph Stein in India*, India International Centre, New Delhi, 2010.

*Saving Wright: The Freeman House and the Preservation of Meaning, Materials, and Modernity*, W.W. Norton and Co., NY, 2011.

"Natural Allies: Historic Preservation and Sustainability," in *Pragmatic Sustainability: Theoretical and Practical Tools*, Steven A. Moore, ed. Routledge, Chapter 10, 2009.

"Political Change and Physical Change," Introductory Essay and Guest Editor, in *Journal of Architectural Education*, Association of Collegiate Schools of Architecture, Washington, DC, May 2001.

**Theses Supervised in Past 5 Years:** M.A. 18

**South Asia Teaching and Research:** 15%

### KUDVA, NEEMA

CORNELL

Associate Professor, Department of City and Regional Planning, tenured, appointed 2001; Director, International Studies in Planning Program, Einaudi Center for International Studies and Department of City and Regional Planning, Cornell University

**Education:** School of Architecture, Center for Environmental Planning and Technology, Ahmedabad, India Dip. Arch. 1989; UC Berkeley M.C.P./ M. Arch. 1993, Ph.D. 2001

**Distinctions:** UN Habitat, Urban Form and Mobility Hub Initiation Grant 2013-14. PI: Alexis Pontvik (KTH, Stockholm) with Kudva (Cornell) Attia and Shalaby (Cairo University) and Chaoui (RaBat University). The Critical Ecosystems Partnership Fund "Exploring PES in the Nilgiris Biosphere reserve thorough Conservation Action and Governance Approaches" 2013-17 (PI: Pratim Roy, The Keystone Foundation, and Cornell (Wolf and Kudva). Cornell University, Institute for Social Sciences 2013-14, "Rights to the Forest: Impacts of Governance Changes on Health, Nutrition and Livelihoods in the Nilgiris Biosphere Reserve, India" (PI: Kudva with Stoltzfus, Willford, and Wolf). Cornell University, Atkinson Center for a Sustainable Future 2012-13, "The Keystone –Cornell Initiative for Biodiversity Conservation and Sustainable Livelihood Creation" (PI: Kudva with Agrawal, Stoltzfus, Willford, Wolf, and Yorke)

**Languages:** English (5), Konkani (spoken 4), Hindi (spoken 4/writing 2), Bengali (1), Kannada (1)

**Research and Teaching Specializations:** International Urban ization particularly issues related to small cities and their regions, and on institutional structures for equitable planning and development at the local level. Involved in setting up a Field Learning Center in India.

**Field Experience:** India, US, Italy

**Contribution to the Study of South Asia:**

—Professor Kudva is a member of the South Asia Program Steering Committee and is Faculty Lead on the Nilgiris Field Learning Center Project.

—**Area Studies Courses:** CRP 3850/5850 Nilgiris Field Learning Center – Pre-Departure Seminar, CRP 4850 Planning and Sustainability in the Nilgiris (every spring in India)

—**Courses Integrating South Asia Material:** CRP 6150: NGOs: Current Issues and Debates. CRP 6090 (GOVT 6293) Comparative Urbanization, CRP 6740 Urban Transformations in the Global South

**Selected Publications:** *Cities of the Global South Reader* (Routledge Urban Reader Series), ed. with Faranak Miraftab. London and New York: Routledge. 2014 (in press).

"Small Cities, Big Issues: Indian Cities in the Debates on Urban Poverty and Inequality" in Faranak Miraftab, David Wilson, and Ken Salo eds. *Cities and Inequalities in a Transnational World*. London and New York: Routledge. 2014.

"Planning Mangalore: Garbage Collection in a Small Indian City" in Gavin Shatkin ed. *Contesting the Indian City: Global Visions and the Politics of the Local*. Chichester: Wiley Blackwell. 2013.

Putting People at the Center of Climate Change Adaptation Plans: A Vulnerability Approach." with Andrew Rumbach. *Risk, Hazards and Crisis in Public Policy* 2, 4: Article 2. 2011

"The Everyday and the Episodic, Understanding the Spatial and Political Impacts of Informality in Two Indian Cities" in *Environment and Planning A.*, 2009.

**Theses Supervised in Past 5 Years:** 4 PhD (2 chaired), 13 MCP exit projects

**South Asia Teaching and Research:** 30%

**TOMLAN, MICHAEL A.****CORNELL**

Professor, Department of City and Regional Planning, tenured, appointed 1979; Director of the Graduate Program in Historic Preservation Planning, appointed 1982; Director of the Clarence S. Stein Institute for Urban & Landscape Studies, appointed 1998.

**Education:** University of Tennessee B.Arch. 1973, Columbia University M.S.H.P. 1976, Cornell University Ph.D. 1983

**Distinctions:** Fellow, Association for Preservation Technology, 2005; James Marston Fitch Lifetime Preservation Education Award, 2009

**Languages:** French (4)

**Research and Teaching Specializations:** Documentation for preservation, perspectives on preservation, building materials conservation, fieldwork/workshop in historic preservation, American Urban history, economics and financing of neighborhood conservation and preservation, preservation planning and Urban change, the museum & the public.

**Field Experience:** India, Pakistan

**Contribution to the Study of South Asia:**

—Professor Tomlan works actively in the preservation of Indian architectural monuments.

—**Courses Integrating South Asian Material:** CRP 5650 Fieldwork/Workshop in Preservation Planning

**Selected Publications:** Historic Preservation: Caring for Our Expanding Legacy, with David Listokin Springer, 2014.

"The Role of Designers in Heritage Efforts," in *Journal of the Calicut Center*, Indian Institute of Architects, vol. 1, Calcutta, 2008.

*BYRDCLIFFE: An American Arts and Crafts Colony*, (book review), Vol. 65:2, pp. 40-43, 2005.

"More Carrots: Financing Preservation," in *Conservation after Legislation: Issues for Mumbai*, Rahul Mehrotra and Abha Narain Lambah, eds., Mumbai: Urban Design Research Institute, 2004.

*Preservation of What for Whom: A Critical Look at Historical Significance*, contributing ed., National Council for Preservation Education, Ithaca, NY, 1998.

**Theses Supervised in Past 5 Years:** 2

**South Asia Teaching and Research:** 10%

**ECONOMICS****BASU, ARNAB****CORNELL**

PROFESSOR, DYSON SCHOOL OF APPLIED ECONOMICS AND MANAGEMENT, TENURED, APPOINTED JULY 2012

**EDUCATION:** ST. XAVIER'S COLLEGE, CALCUTTA UNIVERSITY, INDIA, B.SC. 1988, DELHI SCHOOL OF ECONOMICS, DELHI UNIVERSITY, INDIA, M.A. 1990, THE JOHNS HOPKINS UNIVERSITY, PH.D. 1997

**ACADEMIC EXPERIENCE:** SENIOR FELLOW, CENTER FOR DEVELOPMENT RESEARCH (ZEF), UNIVERSITY OF BONN, GERMANY, 2004; SENIOR FELLOW, CENTER FOR DEVELOPMENT RESEARCH (ZEF), UNIVERSITY OF BONN, GERMANY, 2004 ; RESEARCH FELLOW, INSTITUTE FOR THE STUDY OF LABOR (IZA), BONN, GERMANY, 2007; COLLEGE OF WILLIAM AND MARY, 2010-2013

**DISTINCTIONS:** RESEARCH FELLOW, ALEXANDER VON HUMBOLDT FOUNDATION, GERMANY

**LANGUAGES:** BENGALI (5), HINDI (5)

**RESEARCH AND TEACHING SPECIALIZATIONS:** LABOR MARKETS IN DEVELOPING COUNTRIES, SOCIAL AND ENVIRONMENTAL LABELING

**FIELD EXPERIENCE:** INDIA, NEPAL

**CONTRIBUTION TO THE STUDY OF SOUTH ASIA:** EMPLOYMENT GUARANTEE SCHEMES IN INDIA, CHILD LABOR AND HUMAN TRAFFICKING IN INDIA, PAKISTAN, NEPAL AND BANGLADESH .

**SELECTED PUBLICATIONS:** "IMPACT OF RURAL EMPLOYMENT GUARANTEE SCHEMES ON SEASONAL LABOR MARKETS: OPTIMUM COMPENSATION AND WORKERS' WELFARE", WITH ABEGAZ BERHANU IN *JOURNAL OF ECONOMIC INEQUALITY*, FORTHCOMING.

"THE ELUSIVE PRODUCTIVITY EFFECT OF TRADE LIBERALIZATION IN THE MANUFACTURING INDUSTRIES OF EMERGING ECONOMIES"; IN *EMERGING MARKETS FINANCE AND TRADE*, 47, PP. 23-45, 2011.

"TURNING A BLIND EYE: COSTLY ENFORCEMENT, CREDIBLE COMMITMENT AND MINIMUM WAGE LAWS"; WITH NANCY H. CHAU AND RAVI KANBUR, IN *ECONOMIC JOURNAL*, 120, PP. 244-269, 2010.

"A THEORY OF EMPLOYMENT GUARANTEES: CREDIBILITY, CONTESTIBILITY AND DISTRIBUTIONAL CONCERNS"; WITH NANCY H. CHAU AND RAVI KANBUR, IN *JOURNAL OF PUBLIC ECONOMICS*, 93 (3-4), PP. 482-497, 2009.

"COMBATING TRAFFICKING IN WOMEN AND CHILDREN: A REVIEW OF INTERNATIONAL AND NATIONAL LEGISLATION, COORDINATION FAILURES AND PERVERSE ECONOMIC INCENTIVES"; WITH RANDALL AKEE, ARJUN BEDI AND NANCY H. CHAU IN *THE PROTECTION PROJECT JOURNAL OF HUMAN RIGHTS AND CIVIL SOCIETY*, 2, PP. 1-24, 2009.

**Theses Supervised in Past 5 Years:** 2, chaired 1; M.S. 1 chaired

**South Asia Research:** 25%

**BASU, KAUSHIK****CORNELL**

Professor of Economics, tenured, appointed 1994, Marks Professor, appointed 1996 (on leave 2010-2012)

**Education:** St. Stephen's College, University of Delhi B.A. 1972; London School of Economics M.S. 1974, Ph.D. 1976

**Academic Experience:** Tutor at the London School of Economics, 1975-77; Reader in Economics at the Delhi School of Economics, 1978-85; Professor of Economics, Delhi School of Economics, 1985-94; Visiting Professor, Kennedy School of Government, Harvard University, 2000; Visiting Professor, Department of Economics, M.I.T., 2001-02; Visiting Professor, Department of Economics, Harvard University, 2004

**Distinctions:** Padma Bhushan, 2008, conferred by the President of India; The National Mahalanobis Memorial Medal (1989) for contributions to economics; Fellow of the Econometric Society, 1991- present; CORE Fellow, 1981-82; UGC-Prabhavananda Award for Economics, 1990; VKRV Rao Distinguished Visitor at the Institute for Social and Economic Change, Bangalore, 2000-2002.

**Languages:** Bengali (4), English (4), Hindi (2)

**Research and Teaching Specializations:** Economic development, economic theory, industrial organization, political economy

**Field Experience:** India

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asian Materials:** ECON 7730 Economic Development, ECON 671 Economic Development and Development Planning (seminar)

—Professor Basu is on leave and was the Chief Advisor to the Indian Minister of Finance (2010-2012) and is currently Senior Vice President and Chief Economist of the World Bank. He is on leave from Cornell University

**Selected Publications:** "A Garden of Ponzis: The Science and Mystique of a Class of Financial Frauds", in *Scientific American*, forthcoming.

"The Indian Economy: Rising to Global Challenges", *Journal of Social and Economic Development*, forthcoming.

"The Bihar Economy: An Overview and Some Field Notes", in N. K. Singh and Nick Stern (ed.) *The New Bihar: Rekindling Governance and Development*, Harper Collins, New Delhi, 2013.

*An Economist's Miscellany*, Oxford University Press, New Delhi, 2011.

*Beyond the Invisible Hand: Groundwork for a New Economics*, Princeton University Press, Princeton, 2010.

*The Retreat of Democracy and Other Itinerant Essays on Globalization, Economics and India*, Permanent Black, 2007, Italian translation of this book, *Ele Bebe: India e le illusioni della democrazia gloBale*, is to be published by Laterza and Figli, Rome, 2008.

*Oxford Companion to Economics in India*, editor, Oxford University Press, 2007.

**Theses Supervised in Past 5 Years:** 9

**South Asia Teaching and Research:** 50%

**JERRY, JAMES W.****CORNELL**

Assistant Professor, Department of Economics, tenure track, appointed 2009

**Education:** MIT B.S. 2000, Ph.D. 2009

**Distinctions:** Russell Sage Foundation Small Grants in Behavioral Economics, 2007; Total Corporation Fellowship, Jameel Poverty Action Lab, MIT, 2007-2008, MIT Graduate Fellowship, 2003-2005, Phi Beta Kappa, MIT, 2000

**Languages:** Hindi (2), Gujarati (2)

**Research and Teaching Specializations:** Development, labor and applied economics

**Field Experience:** India, Ghana, Zambia

**Contribution to the Study of South Asia:**

—Jim has done extensive fieldwork in Gujarat and Delhi on programs targeting primary education outcomes; he uses the results to examine how households make education decisions for their children. He has given recent papers on "Child Control in Educational Decisions: An Evaluation of Targeted Incentives to Learn in India" and "Bridge Classes and Peer Networks among Out-of-School Children in India," with Leight Linden.

—**Courses Integrating South Asia Material:** ECON 3710 Development Economics

**Selected Publications:** "Elucidating Avenues for Corruption: Micronutrient Fortification Strategies in India's Midday Meals Program," with Priya Mukherjee and Kartini Shastry, in progress.

"Pricing and Use of Education Services in Urban India," with Priya Mukherjee, in progress.

"Belief Formation of the Returns to Schooling and How to De-Bias Incorrect Beliefs," with Lucas Coffman, in progress.

"Taken with a Grain of Salt? Micronutrient Fortification in South Asia," with Priya Mukherjee and Kartini Shastry, *CESifo Economic Studies*, June 2012.

"Can Higher Prices Stimulate Product Use? Evidence from a Field Experiment in Zambia," with Nava Ashraf and Jesse Shapiro, in *American Economic Review*, 2010

**Theses Supervised in the Past 5 Years:** 2 Ph.D.

**South Asia Teaching and Research:** 25-50%

**MITRA, DEVASHISH****SYRACUSE**

Professor, Department of Economics, tenured, appointed 2002; Gerald B. and Daphna Cramer Professor of Global Affairs, 2005-present

**Education:** University of Delhi B.A. 1988; Delhi School of Economics, University of Delhi M.A. 1990; Columbia University M.Phil 1993, Ph.D. 1996

**Academic Experience:** Department of Economics, Florida International University, 1996-2002

**Distinctions:** President's Fellow, Columbia University, 1992-1994; Faculty Award for Excellence in Research, Florida International University, 2001; Associate Editor, European Economic Review, 2012-present; Associate Editor, International Review of Economics & Finance, 2011-present

**Languages:** Bengali (5), Hindi (5)

**Research and Teaching Specializations:** International trade, political economy, development economics, trade and labor markets in India

**Contributions to the Study of South Asia:**

—While on leave in 2010, Mitra conducted research on the responses of firms in India to trade reforms, while also continuing work on The Political Economy of Agricultural Production.

**Selected Publications:** "Trade Liberalization and Labor's Slice of the Pie: Evidence from Indian Firms," with Reshad Ahsan, in *Journal of Development Economics*, forthcoming.

"What Explains the High Capital Intensity of Indian Manufacturing?" with Rana Hasan and Asha Sundaram, in *Indian Growth and Development Review*, 6(2), 2013.

"Complementarity Between Formal and Informal Manufacturing in India," with Asha Sundaram and Reshad N. Ashsan, in *Reforms and Economic Transformation in India*, Jagdish Bhagwati & Arvind Panagariya, eds., Oxford University Press, New York, 2013.

"Trade Liberalization and Poverty Reduction: New Evidence from India States," with Jewel. S. Cain and Rana Hasan, in *India's Reforms: How they Produced Inclusive Growth*, Jagdish Bhagwati & Arvind Panagariya, eds, Oxford University Press, 2012.

"The Globalization Debate and India," with Priya Ranjan, in *The Oxford Handbook of the Indian Economy*, C. Ghate, ed., Oxford University Press, 2012.

"Trade Liberalization and Unemployment: Evidence from India," with Rana Hasan, Priya Ranjan and Reshad Ahsan, in *Journal of Development Economics* 97(2), 2012.

"Do Lagging Regions Benefit from Trade?" with Pravin Krishna and Asha Sundaram, in *The Poor Half Billion in South Asia: What is Holding Back Lagging Regions?* E. Ghani, ed., Oxford University Press, 2010.

**Theses Supervised in the Past 5 Years:** 2 Ph.D.

**South Asia Teaching and Research:** 30%

**MAJUMDAR, MUKUL K.****CORNELL**

H. T. & R. I. Warshaw Professor of Economics, Department of Economics, tenured, appointed 1973

**Education:** Calcutta University B.A. 1964; UC Berkeley M.A. 1967, Ph.D. 1970

**Academic Experience:** Economics, Stanford University 1969-73; Economics, University of Paris I, Nov., 1989; Institute of Economic Research, Kyoto University, Summer, 1994; Churchill College, University of Cambridge, 2003

**Distinctions:** The President of India Gold Medal for outstanding undergraduate 1964; The Jubilee Fellowship of the University of Calcutta, 1964-65; John Simon Guggenheim Foundation Fellowship, 1976-77; Erskine Fellow, University of Canterbury, 1986; College de France Medal, 1989; S.N. Sen Memorial Medal from the Asiatic Society, 1996

**Languages:** Bengali (3), Hindi (1)

**Research and Teaching Specializations:** Sustainable economic development, inter-temporal decentralization, dynamical systems: chaos-cycles, Allocation theory and International trade theory

**Field Experience:** India, Czechoslovakia, Japan, England, France

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** ECON 4750 The Economy of India

—**Courses Integrating South Asia Material:** ECON 3710 Economic Development

**Selected Publications:** "Petty Corruption: A Game Theoretic Approach," with A. Lambert-Mogiliansky and R. Radner, in *International Journal of Economic Theory*, 4, 273-297, 2008.

*Random Dynamical Systems*, with Rabi Bhattacharya, Cambridge University Press, 2007.

"Strategic Analysis of Petty Corruption : Entrepreneurs and Bureaucrats," with A. Lambert-Mogiliansky and R. Radner, *Journal of Development Economics*, 83, 351-369, 2007.

*Optimization and Chaos*, ed. with Tapan Mitra, Kazuo Nishimura, Springer Verlag, 2000.

*Organizations with Incomplete Information*, Cambridge University Press, 1998.

**Theses Supervised in Past 5 Years:** 1

**South Asia Teaching and Research:** 33%

**PINGALI, PRABHU****CORNELL**

Professor & Director Tata-Cornell Agriculture & Nutrition Initiative, Dyson School of Applied Economics & Management, appointed June, 2013

**Education:** Birla Institute of Technology and Science M.A. 1977; North Carolina State University Ph.D. 1982

**Academic Experience:** International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) Hyderabad, India 1976; North Carolina State University, Raleigh 1977-82; University of the Philippines at Los Banos, 1987-96; Stanford University 1994, Bill and Melinda Gates Foundation, Deputy Director, Agriculture Development, 2008 – 2013

**Distinctions:** Quality of Research Discovery Award 1988; M.S. Swaminathan Award for Social Science Research and Development 1993; Outstanding Journal Article of the Year (Honorable Mention). American Agricultural Economics Association 1995; International Association of Agricultural Economists, (president 2003-2006, VP 1997-2000); Advisory Board of “Agriculture Economics” (journal); The McKnight Foundation (1998-2001); Elected Member (Foreign Associate) of the U.S. National Academy of Sciences 2007; Outstanding Alumnus, North Carolina State University, Raleigh 2010

**Languages:** English (5), Telugu (5), Hindi (4)

**Research and Teaching Specializations:** Agricultural economics

**Field Experience:** India, Philippines, Myanmar, Vietnam, Ethiopia, Kenya, Tanzania, Zambia, Botswana, Nigeria, Ivory Coast, and Burkina Faso

**Contribution to the Study of South Asia:**

—Director Tata-Cornell Agriculture & Nutrition Initiative

—**Courses Integrating South Asia Material:** AEM 4450: Toward a Sustainable Global Food System: Food Policy for Developing Countries (also NS 4450)

**Selected Publications:** “Paths of convergence for agriculture, health, and wealth”, with Laurette Dube & Patrick Webb, in *Proceedings of the National Academy of Science (PNAS)*, Volume 109, number 3, 2012.

“Green Revolution: impacts, limits, and the path ahead” in *Proceedings of the National Academy of Science (PNAS)*, Vol. 109, no. 31, July 31, 2012.

“Global Agriculture R&D and the changing aid architecture”, in *Agricultural Economics*, Volume 41, sl: 145–153, 2010.

*Handbook of Agricultural Economics Volume 4*, with Robert Evenson, Elsevier Press, 2010.

“Monitoring the World’s Agriculture”, with Jeffrey Sachs, et al, in *Nature* 466: 558–560, 2010.

**ENGINEERING****BHATIA, SHOBHA****SYRACUSE**

Laura J. and L. Douglas Meredith Professor, Department of Civil and Environmental Engineering, tenured, appointed 1980

**Education:** Roorkee University, India B.A 1971, M.E. 1973; University of British Columbia, Vancouver Ph.D. 1981

**Distinctions:** AIIS Senior Fellowship, 1986; Laura J. and L Douglas Meredith Teaching Excellence Award, Syracuse University, 2000; Advance Leadership Grant, National Science Foundation, 2002-2005; Chancellor’s Citations for Faculty Excellence and Scholarly Distinction, 2009

**Research and Teaching Specializations:** Geotextiles, earthquake engineering, soil dynamics

**Languages:** Hindi (5)

**Field Experience:** India

**Contribution to the Study of South Asia:**

—Examines the role of globalization and technology on workers associated with natural fibers in developing countries, especially India as well as cultural aspects of the use of natural erosion control materials (coir and jute) in India and the United States.

**Selected Publications:** “If These Can Do It, I Can Do It Too: Building Women Engineering Leadership Through Graduate Peer Mentoring,” with Jill Priest Amati, in *Leadership and Management in Engineering*, 10(4): 174-184, 2010.

*Bridging the Gap Between Engineering and the Global World—A Case Study of the Coconut (Coir) Fiber Industry in Kerala, India*, with Jennifer Smith, Morgan & Claypool Publishers, San Rafael, C.A., 2008.

*WISE Learning Community at Syracuse University – What Did We Learn in Past Years*, L.C. Smith College of Engineering and Computer Science Publication, Syracuse, NY, September 2002.

**South Asia Teaching and Research: 25%**

**WALTER, MICHAEL F.****CORNELL**

Professor, Biological and Environmental Engineering, tenured, appointed 1974; International Professor of Environmental Engineering 1986

**Education:** University of Illinois, Urban a B.S. 1968, M.S. 1970; University of Wisconsin, Madison, Ph.D. 1974

**Academic Experience:** Dairy Research Farm Manager, College of Agriculture, University of Wisconsin, 1971-74.

**Distinctions:** Young Engineer of the Year Award, NAR-ASAE, 1985; Golden Key Outstanding Faculty Award, 1992; Gamma Sigma Delta, 1993; President's Award, ASAE, 1994; Outstanding Advising Award, College of Engineering 2001 and 2006; ASABE Fellow, 2003; Carpenter Award for Outstanding Advising, Cornell University, 2009

**Research and Teaching Specializations:** Water resource engineering, international development, water security issues particularly as related to developing countries and land use changes (e.g. as a result of bioenergy feedstocks) and the impacts of these on the environment.

**Field Experience:** India, Indonesia, Kenya, Rwanda, Niger, Sri Lanka, Peru, Bangladesh, Nepal, Philippines, Venezuela

**Contribution to the Study of South Asia:**

—Prof. Walter is a core member of TACO-AN and has long experience in India.

**Selected Publications:** *3rd EMPR for International Water Management Institute*, with K. W. Easter, J.Y. Maillat, J. Bennett, S. Abeyratne, CGIAR Science Council Secretariat, Rome, Italy, 2007.

“Evaluation of Spring Flow in Uplands of Matalom, Leyte, Philippines,” with M.T. Walter, V.K. Mehta, A.M. Monrone, J.Boll, P. Gerard-Merchant, T.S. Steenhuis, in *Adv. Water Resources*, 28(10)pp.1083-1090, 2005.

“Closure: A Simple Estimation of the Prevalence of Hortonian Flow in New York City’s Watersheds,” with M.T. Walter, V.K. Mehta, A.M. Monrone, J. Boll, P. Gerard-Merchant, T.S. Steenhuis, in *ASCE J. Hydrol. Eng.*, 10(2) pp. 169-170, Mar-Apr 2005.

“Effects of Soil Degradation and Management Practices on the Surface Water Dynamics in the Talgua River Watershed in Honduras,” with D.L. Hanson, T.S. Steenhuis, et al. in *Land Degrad. Develop.*, 15(4)PP. 367-381, July – August, 2004.

“Application of SMR to modeling watersheds in the Catskill Mountains,” with V.K. Mehta, M.T. Walter, E.S. Brooks, T.S. Steenhuis, M. Johnson, J. Boll, D. Thengs, in *Envir. Modeling and Assessment*, 9(2) pp. 77-89, June, 2004.

**Theses Supervised in Past 5 Years:** 4

**South Asia Teaching and Research:** 10%

**ENVIRONMENTAL SCIENCES****DERRY, LOUIS****CORNELL**

Associate Professor of Earth and Atmospheric Sciences, tenured, appointed 1996

**Education:** Colorado College B.A. 1981, Harvard University Ph.D. 1990

**Academic Experience:** Centre de Recherches Pétrographiques et Géochimiques 1990-1992; École de Géologie, Nancy, France, 1990-1992; Dept. of Chemistry, Hartwick College, 1992, University of Colorado. Dept. of Geological Sciences, 2006

**Distinctions:** Fellow, Canadian Institute for Advanced Research (CIFAR), 2003

**Languages:** French (4)

**Research and Teaching Specializations:** Processes and consequences of biogeochemical interactions between the oceans, atmosphere, and land surface; modern and ancient carbon cycle

**Field Experience:** Nepal

**Contributions to the Study of South Asia:**

—Professor Derry continues to do extensive research in Nepal and is active on the faculty committee of CNSP.

**Selected Publications:** “Hydrothermal heat flow near the Main Central Thrust, Nepal,” with M. J. Evans, C. France-Lanord, and R. Darling, *Earth & Planetary Science Letters*, 2009.

“Degassing of Metamorphic Carbon Dioxide from the Nepal Himalaya,” with Evans, M. J., and C. France-Lanord, in *Geophys. Geochem. Geosyst.*, 9, pp. 1-16, doi:10.1029/2007GC001796, 2008.

“Extensive Cenozoic Erosion of Cambrian and Neoproterozoic Strata and its Implications for Himalayan Uplift History,” with Myrow, P.M., N.C. Hughes, C.M. Fanning, D.M. Banerjee, G.-J. Jiang, J.A. DiPietro, T.S. Paulsen, in *Nature*, 12/08.

**Theses Supervised in Past 5 Years:** 4 Ph.D., 2 M.S.

**South Asia Teaching and Research:** 25%

**KASSAM, KARIM-ALY****CORNELL**

Associate Professor, Natural Resources, appointed 2007

**Education:** University of Calgary B.A. 1987, University of Cambridge M.Phil.1992, Cornell Ph.D. 2005**Academic Experience:** Communication and Culture, University of Calgary, 1995-2007**Distinctions:** College of Agriculture and Life Sciences, Diversity Award for Research and Teaching ,2013; Academician (elected member) Academy of Sciences Republic of Tajikistan, 2012 – present; Aga Khan Foundation Scholarship, 1989-1993; one of Alberta's 50 Most Influential People for 2003 by *Alberta Venture* magazine; Teaching Excellence Award from the Students' Union, University of Calgary, 2006; Principle Investigator: Indigenous People, Alpine Human Ecology, and Change in the Pamir (Afghanistan and Tajikistan), Christensen Fund, 2007**Languages:** Arabic (3), French (3), Gujarati (4), Katchi (5), Kiswahili (2)**Research and Teaching Specializations:** Relationships between environmental and cultural diversity and change, community economic development, and socio-cultural history of Muslim societies**Field Experience:** India, Afghanistan, Tajikistan**Contribution to the Study of South Asia:**

—Professor Kassam explores the relationships between culture and environment to examine issues such as indigenous rights, sustainable livelihoods, and climate change. In addition to research in arctic and sub-arctic regions, he has worked in the south Indian rainforest and, most recently in the Pamir Mountains of Afghanistan and Tajikistan. This last work has gained depth from Kassam's Background in Islamic Studies.

—**Courses Integrating South Asia Material:** NTRES 3330/6330 (also AIS 3330/AMST3330) Ways of Knowing: Indigenous and Local Ecological Knowledge, NTRES 7330 Socio-cultural and Ecological Role of Diversity

**Selected Publications:** "The Oikos of Rural Children: A Lesson for the Adults in Experiential Education", with L. Avery, in *Journal of Sustainability Education*, Vol.5, pp. 1-17. Online: [http://www.jsedimensions.org/wordpress/content/the-oikos-of-rural-children-a-lesson-for-the-adults-in-experiential-education\\_2013\\_05/](http://www.jsedimensions.org/wordpress/content/the-oikos-of-rural-children-a-lesson-for-the-adults-in-experiential-education_2013_05/), 2013.

"Ecology of time: Calendar of the human body in the Pamir Mountains", with U. Bulbulshoev and M. Ruelle, in *Journal of Persianate Studies*, Vol. 4, pp. 146-170. Online: <http://www.ingentaconnect.com/content/brill/jps/2011/00000004/00000002/art00003>, 2011.

"Practicing food sovereignty: Spatial analysis of an emergent food system for the Standing Rock Nation", *Journal of Agriculture, Food Systems, and Community Development*, Vol. 2, pp. 1-17. Online: <http://dx.doi.org/10.5304/jafscd.2011.021.005>, 2011.

*Understanding Terror: Perspectives for Canadians*, ed., University of Calgary Press, Forthcoming March 2010.

*Biocultural Diversity and Indigenous Ways of Knowing: Human Ecology in the Arctic*, Calgary: Arctic Institute of North America 2009.

"Understanding Change through Indigenous Human Ecology: Critical Findings from the Afghan and Tajik Pamirs," in *Human Ecology*, 37(6) pp. 377-390, 2009.

**Theses Supervised in Past 5 Years:** 1 M.A., 2 Ph.D.**South Asia Teaching and Research:** 25%**GENDER STUDIES****BHATTACHARYA, HIMIKA****SYRACUSE**

Assistant Professor, Department of Women and Gender Studies, tenure-track, appointed 2009

**Education:** Miranda House College, University of Delhi B.A.1997; Tata Institute of Social Sciences, Mumbai M.A.1999; University of Illinois, Urban a-Champaign Ph.D. 2008**Academic Experience:** Women's Studies Program, SUNY Stony Brook, 2008-09**Distinctions:** Wenner-Gren Foundation for Anthropological Research Dissertation Fieldwork Fellowship, 2005; Summer Institute in Performance Studies Fellow, Northwestern University, 2008**Research and Teaching Specializations:** Transnational Feminist Studies, gender & violence in South Asia, feminist research methods**Languages:** Bengali (5), Hindi (5)**Field Experience:** India**Contribution to the Study of South Asia:**

—**Courses Integrating South Asia Material:** WGS 201 Transnational Feminist Studies, WGS 410: Advanced Studies in Feminist Thought; WGS 425/625; WGS 439 Women, Gender and Violence in Transnational Perspective

**Selected Publications:** "Remembering Violence: Field Memories from Lahaul, India," in *Feminist Formations*, 25(3), 2013.

"Against Castration," with Deepti Misri, *Kafila.org*, 2013

"Performing Silence: Gender, Violence and Resistance in Women's Stories from Lahaul, India," in *Qualitative Inquiry*, 15, p. 359, 2009.

"Survival Strategies of local tribes in Lahaul-Spiti," Action Aid, New Delhi, 2001.

"Water Rights in India," in A Special Edition of *People's Action*. 2000.

**South Asia Teaching and Research:** 75%



**MOHANTY, CHANDRA TALPADE****SYRACUSE**

Distinguished Professor, Department of Women and Gender Studies, tenured, appointed 2004; Chair, Department of Women's and Gender Studies, Syracuse University, Fall 2008-Spring 2011

**Education:** University of Delhi B.A. 1974, M.A. 1976; University of Illinois Urban a-Champaign M.A. 1980; Ph.D. 1987

**Academic Experience:** Department of Women's Studies, Oberlin College 1987-1991; Department of Women's Studies, Hamilton College 1992-2003

**Distinctions:** Fulbright Senior Specialist Award, Department of Sociology, University of Limerick, Ireland, 2005-2006; Honorary Doctorate, Faculty of Social Sciences, Lund University, Sweden, May 2008

**Languages:** Hindi (5)

**Research and Teaching Specializations:** Transnational feminist theory, studies of colonialism, imperialism and culture, and anti-racist Education

**Field Experience:** India

**Contributions to the Study of South Asia:**

—**Courses Integrating South Asia Material:** WGS 310 Feminist Inquires; WGS 452 Feminism and Postcolonial Studies (also WGS 652); WGS 495 Practice of Transnational Feminism (also WGS 795); WGS 710 Feminist Inquires

**Selected Publications:** "Transnational Feminist Crossings: On Neoliberalism and Radical Critique," in *Signs, A Journal of Women, Culture and Society*, 38(4): 967-991, 2013.

"Gender justice and public water for all: Insights from Dhaka, Bangladesh," with Farhana Sultana and Sarah Miraglia, in *Municipal Services Project (MSP) Occasional Paper*, No. 18, 2013.

"Gendering Justice, Building Alternative Futures," with Sarah Miraglia, in *Alternatives to Privatization: Public Options for Essential Services in the Global South*, David McDonald & Greg Ruiters, eds., Routledge, New York, 2012.

"Imperial Democracies, Militarised Zones, Feminist Engagements," *Economic and Political Weekly*, 46(13), 2011.

*Feminism and War: Confronting U.S. Imperialism*, co-edited with Robin Riley & Minnie Bruce Pratt, Zed Press, London, 2008.

"'Under Western Eyes' Revisited: Feminist Solidarity through Anti-Capitalist Struggles," in *Signs, A Journal of Women in Culture and Society*, 28( 2), Winter 2003; reprinted in *Women's Studies for the Future*, ed. Rutgers University Press, Princeton, N.J., 2005.

"Towards an Anti-Imperialist Politics: Reflections of a Desi Feminist," in *South Asian Popular Culture*, 2(1), 2004.

*Feminism Without Borders: Decolonizing Theory, Practicing Solidarity.*: Duke University Press, Durham N.C., 2003 (South Asian Edition: Zubaan Books, Kali for Women, New Delhi, 2004).

**Theses Supervised in the Past 5 Years:** 2 Ph.D.

**South Asia Teaching and Research:** 25%

**HISTORY****GHOSH, DURBA****CORNELL**

Associate Professor, Department of History, tenured, appointed 2005

**Education:** Wesleyan University B.A. 1989, UW Madison M. A. 1994, UC Berkeley Ph.D. 2000

**Academic Experience:** Harvard University, History and Literature Program, 2000-2001; Wellesley College, Women's Studies, Post Doc, 2002-2003; Mount Holyoke College, 2003-2005

**Distinctions:** Faculty Research Grant, Wellesley College, 2001-2003; LaFeber Research Grant, Cornell University, 2000-2001 & Summer 2006; Faculty Research Grant, Cornell University, 2006-2007; Senior Research Fellowship Fulbright Faculty Research Fellowship (declined) 2008-2009; American Institute of Indian Studies (AIIS), 2008-2009; Cambridge University, Clare Hall Visiting Fellowship, Spring 2009; William Evans Fellow, University of Otago, New Zealand, Winter 2012

**Languages:** Bengali (4); Hindi (4); Urdu (2), French (3)

**Research and Teaching Specializations:** Modern South Asia, the British Empire, gender, and colonialism

**Field Experience:** India, U.K.

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** HIST 1190 Gandhi and the Politics of Nonviolence, HIST 1910 (also ASIAN 1191) Introduction to Modern Asian History (with E. Tagliacozzo), HIST 2190 (also ASIAN 2219) Women and Gender in South Asia, HIST 2749 (also ASIAN 2274) Mughal India and the Early Modern World, HIST 2750 (also ASIAN 2275) History of Modern South Asia, 1700-1947, HIST 4920 India: Nation and Narration, History and Literature, HIST 4920/6921 Modern South Asian Historiography, HIST 4221 The Politics of History: Historiography and Post-Colonial Criticism of South Asia, HIST 4921 Introduction to Modern Asian History (with E. Tagliacozzo)

**Selected Publications:** "Gentlemanly Terrorists": political violence in Bengal in the twentieth century, in progress.

*Revolutionaries and Freedom Fighters: Nationalism in Bengal in the Twentieth Century*, book in progress.

"An Archive of 'Political Trouble in India': history-writing, anticolonial violence, and colonial counterinsurgency, 1905-37" in *The Handbook of the History of Terrorism*, edited by Carola Dietze and Claudia Verhoeven, published online, 2014.

"'History Makes Women Well-behaved': Revolutionary Women, Nationalist Heroes", in *Gender and History* 25.2, 355-75, August 2013.

Roundtable on Historiographic "Turns" in Critical Perspective: "Another Set of Imperial Turns?", in *American Historical Review* 117.3, 772-93, June, 2012.

**Theses Supervised in Past 5 Years:** 2 M.A., Ph. D. 21 (chaired 3)

**South Asia Teaching and Research:** 100%

**TAGLIACCOZZO, ERIC****CORNELL**

Professor, Department of History, tenured, appointed 2000

**Education:** Haverford College B.A. 1989, Yale University M.A. 1993, M.Phil. 1995, Ph.D. 1999**Academic Experience:** Postdoc University of British Columbia, 1999-2000**Distinctions:** Smith Richardson Foundation Fellowship, Fall/Winter 1996; Fulbright Fellowship, 1997; National Mellon Fellowship in the Humanities, 1992 Cohort, to 1999; Mary and Arthur Wright Prize, 1999; Killam Postdoctoral Fellowship, 1999-2000; Social Science Research Council Mini-Grant, 2000; Cornell History Department Grant, 2001; Cornell Society for the Humanities, 2001-2; Cornell Society for the Humanities, 2002-3; Asia Research Institute, Singapore, 2003-4; Faculty "Cadillac" Fulbright, IIE, 2003-4; CAORC Grant, 2005; American Philosophical Society Grant, 2007; Kyoto University Center for Southeast Asian Studies, 2007; Harry Benda Prize, Association of Asian Studies, 2007**Languages:** Indonesian (4), Dutch (4), Chinese (3), Italian (3), French(3)**Research and Teaching Specializations:** History of people, ideas, and material in motion in and around Southeast Asia, especially in the late colonial age; South Asia and Islam**Field Experience:** Indonesia, Malaysia, Burma, Viet Nam, Cambodia, India**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** HIST 1910 Introduction to Modern Asian History (with Durba Ghosh), HIST 4221 The Politics of History: Historiography and Post-Colonial Criticism of South Asia (with D. Ghosh), HIST 6820 Topics on Indian Ocean Studies**Selected Publications:** *The Longest Journey: Southeast Asians and the Pilgrimage to Mecca*; New York: Oxford University Press, 2013."Strange Parallels and the Big Picture: "Asia" Writ Large Over a Turbulent Millennium", in *Journal of Asian Studies*, 70:4, pp. 939-963 Cambridge University Press, 2011."Trans-Regional Indonesia Over One Thousand Years: The Art of the Long View" *INDONESIA* (Cornell University Press), 90, pp. 1-15, 2010.*Southeast Asia and the Middle East: Islam, Movement, and the Longue Duree*, ed., Palo Alto: Stanford University Press, 2009.*Secret Trades, Porous Borders: Smuggling and States Along a Southeast Asian Frontier, 1865-1915*, New Haven: Yale University Press, 2005. (Winner of the Harry J. Benda Prize from the Association of Asian Studies, 2007).**Theses Supervised in Past 5 Years:** Chaired 5, Committee 20**South Asia Teaching and Research:** 25%**TRAVERS, T. ROBERT****CORNELL**

Associate Professor of History, tenured, appointed August 2005

**Education:** Gonville and Caius College, Cambridge, B.A. 1994, Ph.D. 2001**Academic Experience:** Department of History, Harvard University, 2002-2005**Distinctions:** Junior Fellowship, Harvard Society of Fellows, 1999-2002; Milton Fund Grant, Harvard University, 2002; Robert and Helen Appel Fellowship, 2007**Languages:** English (4), Persian (1)**Research and Teaching Specializations:** Modern British and imperial history, colonial India**Field Experience:** India, United Kingdom**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** HIST 3101 British History, 1870-present, HIST 4221 The British in India, 1750-1830, HIST HIST 6510 India and British Political Thought, c. 1600-1850—**Courses Integrating South Asian Material:** HIST 6511 Global Early Modernity**Selected Publications:** "Constitutions, contact zones, and imperial ricochets: sovereignty and law in British Asia", in H.V. Bowen, Elizabeth Mancke, and John G. Reid, eds., *Britain's Oceanic Empire. Atlantic and Indian Ocean Worlds c. 1550-1850*, pp. 98-129, Cambridge, 2012*Ideology and Empire in Eighteenth Century India: the British in Bengal 1757-93*, Cambridge, 2007."Imperial Revolutions and Global Repercussions: South Asia and the World, 1750-1850," eds. David Armitage and Sanjay Subrahmanyam in *The Age of Revolutions in Global Context*, pp. 144-166, Palgrave Macmillan, 2009."Contested Despotism: Problems of Liberty in British India," in Jack P. Greene ed., *Exclusionary Empire: English Liberty Overseas 1600-1900*, Cambridge University Press, 2009."British India as a Problem in Political Economy: comparing James Steuart and Adam Smith," in Duncan Kelly ed., *Lineages of Empire*, British Academy, London, 2009."Death and the Nabob: Imperialism and Commemoration in Eighteenth Century India," in *Past and Present*, Number 196, August 2007.**Theses supervised in Past Five Years:** Ph.D. Chair 2, Committee 3**South Asia Teaching and Research:** 25%

**GANGAMMA, RASHMI**

SYRACUSE

Assistant Professor, Department of Marriage and Family Therapy, tenure-track, appointed 2012

**Education:** University of Mysore B.A. 1999; Mangalore University M.S.W. 2001; National Institute of Mental Health and Neurosciences 2003 M. Phil; Ohio State University Ph.D. 2008

**Academic Experience:** Department of Human Development & Family Science, Ohio State University, 2008-2010

**Distinctions:** Outstanding Ohio NCFR Presentation Award for New Professional at the 73<sup>rd</sup> Annual NCFR Conference, 2011; Family Therapy Section Outstanding Poster Award by a New Professional at the 73<sup>rd</sup> Annual NCFR Conference, 2011

**Languages:** Kannada (5); Hindi (4)

**Research and Teaching Specialization:** Social work and family systems

**Field Experience:** U.S., India

**Contributions to the Study of South Asia:**

—Has served on Bharati Memorial Grant committee, 2013-2014

**Recent Publications:** “The Impact of Initial Factors on Therapeutic Alliance in Individual and Couples Therapy,” with Katie Adkins, Suzanne Bartle-Haring, Robin Ostrom Delaney, Tatiana Glebova, Erika Gafsky, Michael Knerr, Tiffany McDowell, Kevin Meyer, in *Journal of Marital & Family Therapy*, 37 (2), 2011.

“A Study of Contextual Therapy Theory’s Relational Ethics in Couples in Therapy,” with S. Bartle-Haring & T. Glebova, in *Family Relations*, 61, 825-835, 2012.

“Alliance and Termination Status in Couple Therapy: A Comparison of Methods for Assessing Discrepancies,” with S. Bartle-Haring, T. Glebova, E. Gafsky, & R. Delaney, in *Psychotherapy Research*, 22, 2012.

“Trajectories of therapeutic alliance in couple versus individual therapy: Three level models,” with S. Bartle-Haring, M Knerr, A. Adkins, R. Ostrom Delaney, T. Glebova, E. Gafsky, T. McDowell & K. Meyer, in *Journal of Sex and Marital Therapy*, 38, 79- 107, 2012.

“‘Meet me at the hill where we used to park’: Processes Associated with Victim Recantation in Court-Involved Domestic Violence,” with A.E. Bonomi, C. Locke, H. Katafiasz, & D. Martin, in *Social Science and Medicine*, 2011.

**South Asia Teaching and Research: 5%**

**LUST, BARBARA**

CORNELL

Professor, Department of Human Development and Family Studies, Field of Linguistics, Asian Studies and Psychology, Cognitive Science Program, tenured, appointed 1976

**Education:** Manhattanville College B.A. 1963, Fordham University M.A. 1971, City University of New York Ph.D. 1975

**Academic Experience:** Linguistics, United States Educational Foundation, and Kelaniya University, Sri Lanka (Sabbatic), 1984;

Visiting Scientist, MIT, Spring 1990, 1996-1997, Spring 2010; Visiting Fellow, Linguistics, Cambridge University, UK, Spring 2004; Linguistic Society of America Summer Institute, Stanford University, 2007.

**Distinctions:** Cambridge University Visiting Fellowship, Cambridge, England, 2004; National Science Foundation Award, “Planning Grant Proposal: A Virtual Center for Child Language Acquisition Research,” 2001-2006; National Science Foundation Award, “Planning Information Infrastructure Through a New Library-Research Partnership,” 2004-2006 (Supplement 2005-2006); American Institute for Sri Lankan Studies, Gift for Digitization of Sinhala Child Language Data from Sri Lanka, 2008-2010; Bronfenbrenner Life Course Center Seed Grant: Contrasting Language in Early Stage Alzheimer’s Disease and in Healthy Elderly: A Pilot Study Supplement (with J.C. Sherman/MGH and S. Flynn/MIT), 2010-11; American Institute for Sri Lankan Studies for Digitization of Sinhala Child, 2010-13

Language Data from Sri Lanka Supplements.

**Languages:** Sinhala (1), Hindi (1), French (2)

**Research and Teaching Specializations:** Developmental Psychology, Linguistics, Psychology, Asian Studies, Cognitive Studies

**Field Experience:** Sri Lanka, India

**Contribution to the Study of South Asia:**

—Professor Lust works extensively with Sinhala language materials.

—**Courses Integrating South Asia Material:** HD 3370 (Also PSYCH 4360, LING 4436, COGST 3370) Language Development, HD 6330 (ALSO LING 6633, COGST 6330) Language Acquisition Seminar

**Selected Publications:** “The Forensic Implications of Preschoolers’ Linguistic Referencing: What do They Really Mean?”, with D. Battin and S. Ceci, in *Journal of Applied Developmental Psychology*, 2012.

“First Steps in Transforming the Primary Research Process through a Virtual Linguistic Lab for the Study of Language Acquisition and Use: Challenges and Accomplishments”, with M. Blume, in *Journal of Computational Science Education (JOCSE)*, Vol. 3(1), pp. 34-46, 2012

*The Growth of Language*, Cambridge University Press, 2006.

*Universal Grammar and the Initial State: Cross-Linguistic Studies of Directionality*, Bradford Books/MIT Press, forthcoming.

*Language Acquisition: The Essential Readings*, with C. Foley, Blackwell, 2004.

*Lexical Anaphors and Pronouns in Selected South Asian Languages: A Principled Typology*, eds. with K. Wali, J. Gair, and Subbarao., Mouton de Gruyter, Berlin, 2000.

*Studies in South Asian Linguistics*, by J. Gair, selected and edited by B. Lust, Oxford University Press, 1998.

**Theses Supervised in Past 5 Years:** M.A. 2, Ph.D. 6

**South Asia Teaching and Research: 5%**

**RAMADOSS, KAMALA**

SYRACUSE

Assistant Professor, Department of Child and Family Studies, appointed 2008

**Education:** University of Madras B.A. 1986, M.A. 1988; M.Phil. 1989; Purdue University Ph.D. 2008**Languages:** Tamil (5)**Research and Teaching Specializations:** Shift work, work-family issues**Field Experience:** India**Contributions to the Study of South Asia:**

—Incorporates South Asian content into the Child and Family Studies curriculum

—Has taught numerous workshops in India on “Work and Family” and “Research Methods and Applied Statistics”

**Selected Publications:** “Supervisor status, health and organizational commitment: Mediating role of support and family-friendly policies among Information Technology professionals in India,” with M. Lape, in *Journal of Business and Management Sciences*, 2(1): 1-9, 2014.Work-family interface, support, health and life satisfaction among employees in the IT-ITES Sector, with M.S. Acharya, N. Patel & D. Panchal, in *IASSI Quarterly*, 32(1), 2013.“Global recession and work-family issues among call center employees,” in *Journal of Psychosocial Research*, 8(2), 2013.“Availability and use of work-family policies by call center employees in India,” in *International Journal of Business and Social Science*, 4(9), 2013.“Work stress, work-family conflict and health: A multilevel perspective,” in *Stress and Work: Perspectives on Understanding and Managing Stress*, D. M. Pestonjee & S. Pandey, eds., Sage Publications, New Delhi, 2013.“Test of a causal model of work-family conflict in India,” with U. Rajadhyaksha, in *Stress and Work: Perspectives on Understanding and Managing Stress*, D. M. Pestonjee & S. Pandey, eds., Sage Publications, New Delhi, 2013.“Job demand, family supportive organizational culture and positive spillover from work-to-family among employees in the Information Technology enabled Services in India,” in *International Journal of Business and Social Science*, 3 (22), 2012.“Gender differences in commitment to roles, work-family conflict and social support,” with U. Rajadhyaksha, in *Journal of Social Science*, 33 (2), 2012“The significance of shift work: Current status and future directions,” with R. Perrucci, S. MacDermid, E. King, C. Tang, T. Brimeyer, S.J. Kiser & J. Swanberg, in *Journal of Family and Economic Issues*, 28, 2007.*Family adjustment of wounded military members: An annotated bibliography*, with R.L. Swartz, S. Cari, C. Pagnan, M.A. Remnet, B. Richardson, M. Schelling, M. Schultheis, E. Willerton & S. MacDermid, Military Family Research Institute, West Lafayette, I.N., 2007.“Adaptation of two family therapy training instruments to culturally suit the Indian context,” with R. Natarajan, N. Karuppaswamy & V. Thomas, in *Contemporary Family Therapy: An International Journal*, 27, 2005.**South Asia Teaching and Research: 50%****ROOPNARINE, JAIPAL**

SYRACUSE

Jack Reilly Professor of Child and Family Studies, Department of Child and Family Studies, tenured, appointed 1984

**Education:** UW Madison B.A. 1975, M.S. 1977, Ph.D. 1980**Academic Experience:** Department of Pediatrics, University of Miami Medical School, 1980-1981; Department of Human Development and Family Studies, Utah State University, 1981-1984**Distinctions:** Fulbright Scholar, University of the West Indies, 2008**Languages:** Hindi (4)**Research and Teaching Specialization:** Multicultural early childhood education, men’s roles and patterns of socialization in Caribbean families**Field Experience:** India, Caribbean, U.S.**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** CFS 467 Child and Family in Cross-Cultural Prospective (also CFS 667)**Selected Publications:** *Approaches to early childhood education, Sixth Edition*, co-edited with J.E. Johnson, Merrill/Prentice Hall, Upper Saddle River, N.J., 2013.“The socio-cultural contexts of early education in Caribbean societies: A focus on transitions,” with J.L. Johnson, in *Starting school: International perspectives on practices that promote successful transitions for young children*, M. R. Jalango, & D. M. Laverick, eds., Springer Publishing Company, New York, 2011.“Cultural variations in beliefs about play, parent-child play, and children’s play: Meaning for childhood development,” in *Oxford encyclopedia on play*, A. Pellegrini ed., Oxford University Press, Oxford, 2010.“Beliefs about mothers’ and fathers’ roles and the division of childcare and household labor in Indo Caribbean immigrants with young children,” with A. Krishnakuma & Yi-Li Xu, in *Cultural Diversity and Ethnic Minority Psychology*, 2009.*Families in Global perspectives*, with U.P. Gielen, Allyn & Bacon, Boston, 2005.“Kakar’s Psychoanalytic interpretation of Indian childhood: The need to emphasize the father and multiple caregivers in the socialization equation,” with P. Suppal, in *Childhood, family and sociocultural change in India: Reinterpreting the inner world*, D. Sharma, ed., Oxford University Press, New Delhi, 2001.**South Asia Teaching and Research: 10%**

## LANGUAGES AND LINGUISTICS

### BHATIA, TEJ

SYRACUSE

Professor, Department of Languages, Literature and Linguistics, tenured, appointed 1979

**Education:** University of Delhi B.A. 1966; University of Illinois M.A. 1975, Ph.D. 1978

**Academic Experience:** Department of Linguistics and Department of Asian Studies, University of British Columbia 1977-1979

**Distinctions:** Chancellor's Citation Award for Exceptional Academic Achievement, Syracuse University, 1998; Fulbright Senior Scholar Fellowship, 2007; Faculty Fellow, Forensic Sciences and National Security Institute, 2012-present

**Research and Teaching Specializations:** Language, culture and society, sociolinguistics, Global advertising, rural advertising in India

**Languages:** Hindi/Urdu (5), Punjabi (5), Siraiki/Multani (4), Bengali (4), Nepali (4), Marathi (4), Kannada (4), Kashmiri (4), Sanskrit (4), Persian (4)

**Field Experience:** India

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** HIN 490 Independent Study in Hindi; HIN 620 Language Training for Research; HIN 690 Independent Study in Hindi

—**Courses Integrating South Asia Material:** LIN 671 Dimensions of Bilingualism & Multiculturalism, LIN 871 Global Communications through World Englishes

**Selected Publications:** *Intermediate Hindi Reader*, with Naresh Sharma, Routledge, London, in press.

*The Handbook of Bilingualism and Multilingualism, Second Edition*, with Bill Ritchie, Wiley-Blackwell, 2013.

*Colloquial Urdu: A Complete Language Course with Audio Tapes*, with Ashok Koul, Routledge, London, 2013.

*The New Handbook of Second Language Acquisition*, with Bill Ritchie, Emeralds Group Publishing Ltd., Bingley, UK, 2009.

*The Oldest Grammar of Hindustani: Contact, Communication and Colonial Legacy*, Tokyo University of Foreign Studies, Tokyo, 2008.

"English in Asian Advertising and the Teaching of World Englishes," in *Global Englishes in Asian Contexts: Content and Future Debates*. Kumiko Murata and Jennifer Jenkins, eds., Palgrave Macmillan, New York, pp. 154-171, 2009.

"The bilingual mind and linguistic creativity," with Bill Ritchie, *Journal of Creative Communication*, 3:1, 5-21, 2008.

*Advertising and marketing in Rural India*, Macmillan, New Delhi, 2007.

*Colloquial Hindi: A New Complete Course*. Routledge, London, 2007.

*Advertising in Rural India: Language, Marketing Communication, and Consumerism*, Tokyo University of Foreign Studies, Tokyo, 2000.

**South Asia Teaching and Research: 75%**

### BOCHELEISHVILI, IAGO

CORNELL

Senior Lecturer, Department of Near East Studies, appointed August 2005

**Education:** Tbilisi Institute of Asia and Africa, Rep. of Georgia, B.A. 1999; Georgian Academy of Sciences, G. Tsereteli Institute of Oriental Studies, Rep. of Georgia; M.A. 2002; Iv. Javakhishvili Tbilisi State University, Rep. of Georgia, Ph.D. 2005

**Academic Experience:** Researcher (Grant Recipient), INTAS International (Italy, France, Georgia, Armenia) Project, Georgia, 2002-2003; Georgian Academy of Sciences, Institute of Oriental Studies, Research Fellow, 2003; Visiting Scholar, Central Asia & Caspian Basin Program, University of Montana, 2003; Visiting Scholar, Department of Near Eastern Studies, Cornell University, 2005-2006; Visiting Fellow, Institute for European Studies, Cornell University, 2005-2006

**Distinctions:** International Student Recognition Award, Embassy of Republic of Iran, Republic of Georgia, 1997, 1999, 2001; Grant Recipient, INTAS International (Italy, France, Georgia, Armenia) Research Project, 2002-2003; Award Recipient; Member of the Board of Trustees of The American Institute for Iranian Studies (from 2013); International Editorial Board Member of the Journal "The Near East and Georgia", Tbilisi, Rep. of Georgia, Peer reviewer for grant proposals at The Georgian national Science Foundation, Rep. of Georgia

**Languages:** Georgian (5), Russian (5), Persian (5)

**Research and Teaching Specializations:** Persian (Farsi) Language, Iranian history, Modern Iranian society, Georgian Language

**Field Experience:** Georgia, Iran, Azerbaijan (Caucasus, Middle East)

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asian Materials:** NES 1320 Elementary Persian I, Elementary Persian II 1321, NES 1322 Intermediate Persian I, NES 2322 Intermediate Persian II, NES 3231 Advanced Persian

**Selected Publications:** "The Caucasus before 1500," in *The Encyclopaedia of Islam*, 3rd edition, 2014.

"Historiography of the Iranian Constitutional Revolution (1905-1911) and Caucasian Sources," in *Iran's Constitutional Revolution: Politics, Cultural Transformation, and Transnational Connections*, eds. H.E. Chehabi and V. Martin, London, I.B. Tauris, 2010

"Georgian Sources on the Iranian Constitutional Revolution (1905-1911): Sergo Gamdlishvili's Memoirs of the Gilan Resistance," in *Iranian Studies*, vol. 40, number 1, 2007

"On the History of the Ilkhanid Policies in South Caucasus: The Issue of West Georgian Kingdom (1259-1329)," *Perspective* 21:9, The Georgian Academy of Sciences, 2007

"Georgian Connections of the Iranian Constitutional Revolution of 1905-1911" in : *Central Eurasian Studies Review* 5 (2006):1

**Theses Supervised in the Past 5 Years:** 1 Senior honor thesis

**South Asia teaching and research: 75%**

**HERATH, MUDIYANSELANGE PUNCHI BANDARA****CORNELL**

Lecturer, Department of Asian Studies, appointed 2008

**Education:** University of Peradeniya B.A. 1986, working on his M.A. and Ph.D. in Sinhala at the University of Peradeniya

**Academic Experience:** Sri Lanka Education (I.S.L.E.) Sinhala program, the South Asia Summer Language Institute (SASLI), University of Wisconsin, Madison, and the Fulbright Study Program, since 1987

**Languages:** Sinhala (5), Tamil (2), English (4)

**Research and Teaching Specializations:** Sinhala language

**Field Experience:** Sri Lanka

**Contribution to the Study of South Asia:**

—Collaboration with the SA Language Resource Center, One-week pedagogy workshops prior to SASLI, University of Wisconsin, Madison, June 2007 & 2008

—**Area Studies Courses Taught:** SINHA 1121 & SINHA 1122 Elementary Sinhala I & II, SINHA 2201 & SINHA 2202 Intermediate Sinhala Reading I & II, SINHA 3301 Literary Sinhala I, SINHA 4400 Literary Sinhala II, SINHA 4431& 4432 Directed Study

**Pedagogical Training:** Mr. Herath had extensive training in teaching Sinhala to Americans in Sri Lanka as a Peace Corps trainer and for 19 years in the ISLE Program. There he trained with master instructor, Kamini Abrew and participated in a workshop by the Center for Applied Linguistics in Washington.

**Selected Publications:** *Beginning Colloquial Sinhala: Student Reader*, Cornell South Asia Program, Ithaca, NY, 2011

*Reading and Writing with the Sinhala Alphabet*, Cornell South Asia Program, 2009.

**South Asia Teaching and Research: 100%**

**MUKHERJEE, SREEMATI****CORNELL**

Senior Lecturer, Department of Asian Studies, appointed July, 2005.

**Education:** Calcutta University B.A. 1973; Jadavpur University M.A. 1976; Calcutta University B.Ed. 1977

**Academic Experience:** Sri Shikshayatan College, Calcutta, 1985; Rizvi College of Hotel Management, Mumbai, 1995-1998; University Examiner in Communication and English Language, Board of Technical Examinations, Maharashtra, 1995-1998; Takes Placement Exams in Bengali for UConn, Emory College, Loyola University, etc.

**Distinctions:** ACTFL Certified Tester in Bengali (American Council on the Teaching of Foreign Languages); ILR Certified Tester in Bengali (Interagency Language Roundtable); member of the American Council on the Teaching of Foreign Languages and of South Asian Languages Teachers Association (SALTA)

**Languages:** English (5), Hindi (4), Bengali (5), French (1)

**Research and Teaching Specializations:** Bengali language

**Field Experience:** India

**Contribution to the Study of South Asia:** Teaches two courses – elementary and intermediate Bengali through Distance Learning – this is part of the Cornell-Yale-Columbia consortium on distance language teaching.

—**Language Courses Taught:** : BENGL 1101/1102 Elementary Bengali I & II, BENGL 2201/2202 Intermediate Bengali Reading and Conversation I & II, BENGL 2203/2204 Intermediate Bengali Composition and Conversation, BENGL 2205/2206 High Intermediate Bengali I & II, BENGL 3301 & 3302 Advanced Bengali I & II, BENGL 4431& 4432 Directed Study

**Pedagogical Training:** Sreemati has attended a total of 35 language teaching workshops, conferences and roundtables since 2006 and is a member of the American Council on the Teaching of Foreign Languages and of South Asian Languages Teachers Association (SALTA). Among these are: ACTFL, Bengali Tester Training Workshops, White Plains, NY, 2007; ACTFL/OPIC Language Rater Training, Monterey, CA, 2007; Goal-based Approach to Teaching Small Language Programs, Cornell, Language Resource Center (LRC), 2007; Outreach Workshop: Best Practices in Language Pedagogy, LRC, 2007; Making the Most of Assessment and Evaluation in College Foreign Language Programs, LRC, 2008; Oral Testing and Classroom Oral Performance 2009; Performance Based Assessment, LRC, 2009; Research findings and pedagogical solutions, ILC, 2009

**South Asia Teaching and Research: 100%**

**NUSSBAUM, ALAN J.****CORNELL**

Professor, Department of Classics & Department of Linguistics, tenured, appointed 1985.

**Education:** New York University B.A. 1969, Oxford University Diploma in Comparative Philology 1974, Harvard University Ph.D. 1976

**Academic Experience:** Classics Department, Yale University, 1976-85; Instructor at the Summer School of the Indogermanische Gesellschaft, (Free University of Berlin), 2004

**Distinctions:** Elected Fellow of the Center for Hellenic Studies, 1985-86 (fellowship declined); Morse Junior Faculty Fellowship, Yale University, 1980-81

**Languages:** Sanskrit (3), Avestan (2), Classical Armenian (2), Ancient Greek (4), Hittite (2), Tocharian (2), Latin (4), French (2), Italian (1), Spanish (1), Faliscan (2), Oscan (3), Umbrian (3), Old Irish (2), Gothic (2), Old English (2), German (4), Old Church Slavonic (1), Lithuanian (1)

**Research and Teaching Specializations:** Historical linguistics/Indo-European linguistics, Sanskrit language

**Contribution to the Study of South Asia:**

—**Language and Area Studies Courses Taught:** CLASS 1331 (also SANSK 1131, LING 1131) Elementary Sanskrit, CLASS 132 (also SANSK 132, LING 132) Elementary Sanskrit, CLASS 251 (also LING 251, SANSK 251) Intermediate Sanskrit, LING 460 Sanskrit Comparative Grammar, CLASS 404 & 704 Independent Study in Sanskrit

—**Courses Integrating South Asian Materials:** LING 636 Indo-European Workshops,

**Selected Publications:** “*Multi Nominis Grammaticus*,” eds. Adam I. Cooper, Jeremy Rau, and Michael Weiss, Beech Stave Press, 2012.

“PIE -Cmn- and Greek τῶνής ‘clear’,” in *Ex Anatolia Lux: Anatolian and Indo-European studies in honor of H. Craig Melchert*, pp. 269-277, Ann Arbor, 2010.

“Severe Problems,” in *Mir Curad: Studies in Honor of Calvery Watkins*, ed. With J. Jasanoff, H.C. Melchert, L. Oliver, pps. 521-538, Innsbruck, 1998.

*Head and Horn in Indo-European*, Berlin-New York, 1986.

**South Asia Teaching and Research: 12.5%**

**OJA, BANU****CORNELL**

Program Director, Cornell Nepal Study Program, Visiting Lecturer, Summer Language Program Assistant at Cornell, 1988

**Education:** Tribhuvan University Nepal B.A. 1975

**Academic Experience:** Teacher, U.S. Peace Corp, Nepal, 1977-1982; Teacher, voluntary Services Overseas, 1980-1984

**Distinctions:** Grant to improve Nepali language instructional materials, 1988

**Languages:** English (4), Nepali (5), Newari (3), Maithili (3) Urdu (2)

**Research and Teaching Specializations:** Nepal language

**Field Experience:** Nepal

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** NEPAL 1160, NEPAL, 2260, NEPAL 3360 (Summer sessions)

**Pedagogical Training:** Banu Oja has had long guided experience as an instructor in the Peace Corps and other international programs in Nepal. She is currently the in-country Director of the Cornell Nepal Study Program and teaches at Cornell in the summer.

**Selected Publications:** *Intermediate and Advanced Nepali: Reading and Grammatical Structures*, with Shambhu Oja, Dept. of Asian Studies and the South Asia Program, Cornell University, 2013.

*Nepali-English. English-Nepali Glossary*, Second Edition, with Shambhu Oja, South Asia program, Cornell University, 2004.

*A Beginner's Primer for Nepali Conversation and Grammar (Part 1)*, with Shambhu Oja, South Asia Program, Cornell University, Ithaca, NY, 1992, third edition, 2004.

**South Asia Teaching and Research: 100%**

**OJA, SHAMBHU****CORNELL**

Sr. Lecturer, Asian Studies, appointed 1985.

**Education:** Tribhuvan University, Nepal B.A. 1972, M.A. 1974; FSI Certified (Foreign Service Institute Language Proficiency Tester, Princeton University), 1978.

**Academic Experience:** Project Director, Peace Corps-Nepal Training Program, 1981-1984; Executive Director, SETA-Nepal (Service for Education and Training Activities), 1984-85.

**Distinctions:** Clark Distinguished Teaching Award, 2001

**Languages:** Nepali (5), Hindi (3), Newari (3), Urdu (3)

**Research and Teaching Specializations:** Nepali language

**Field Experience:** Nepal

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** NEPAL 1101 & 1102 Elementary Nepali, NEPAL 160 Intensive Nepali, NEPAL 2201 & 2202 Intermediate Nepali Conversation, NEPAL 2203 & 2204 Intermediate Nepali Composition, NEPAL 300 Independent Nepali, NEPAL 3301 & 3302 Advanced Nepali, (Summer Nepali 1101, 2201, 2202, 2203, 2204, 2260, 3301, 3302, 3360) NEPAL 2201, NEPAL 3302

**Pedagogical Training:** Before coming to Cornell, Shambhu Oja had extensive training as a Peace Corps instructor in Nepal. He continues to go to training seminars at Cornell such as “Performance Based Assessment,” 2010

**Selected Publications:** *Intermediate and Advanced Nepali: Reading and Grammatical Structures*, with Banu Oja, Dept. of Asian Studies and the South Asia Program, Cornell University, 2013.

*Nepali-English. English-Nepali Glossary*, Second Edition, with Banu Oja, South Asia program, Cornell University, 2004.

*A Beginner's Primer for Nepali Conversation and Grammar (Part 1)*, with Banu Oja, South Asia Program, Cornell University, Ithaca, NY, 1992, third edition, 2004.

**South Asia Teaching and Research: 100%**

**RIZVI, NAAZ****CORNELL**

Teaching Associate, Department of Asian Studies, non-tenured, appointed 2009

**Education:** R.D.B. Inter College Allahabad (intensive language study) Intermediate Board Certified 1979, Allahabad University B.A. 1982

**Academic Experience:** Ithaca Muslim Community Teacher Volunteer, 1997-2003; Invited participant, University of Austin, TX Urdu Workshop, 2012

**Distinctions:** National Merit Scholar, 1977; Four-time Debate Team Best Delegate, 1976-1979

**Languages:** Urdu (5), Hindi (5), Arabic (2)

**Research and Teaching Specializations:** Urdu language and literature

**Field Experience:** India

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** URDU 1125 (also NES 1312) Introduction to Urdu Script, URDU 2225 (also NES 2201) Intermediate Urdu Reading and Writing I, Urdu 2226 (also NES 2202) Intermediate Urdu Reading and Writing II  
Intermediate Urdu (all with Sujata Singh)

**South Asia Teaching and Research: 100%**



**RUPPEL, ANTONIA****CORNELL**

Townsend Senior Lecturer in the Greek, Latin and Sanskrit Languages, Department of Classics, appointed 2005

**Education:** University of Cambridge B.A. 2001, M. Phil. 2002, Ph.D. 2007

**Academic Experience:** Supervising for the Classics Faculty, Cambridge University, 2003-05

**Distinctions:** Studienstiftung des deutschen Volkes, 1998-2005; Gates Cambridge Scholarship, 2001-2005

**Languages:** Latin, Greek, Sanskrit, German (5); French (3); Polish, Lithuanian, Italian, Spanish (2); Gothic, Old Irish, Avestan, Hebrew (biblical and modern) (1)

**Research and Teaching Specializations:** The syntax of Indo-European languages (especially Sanskrit, Greek and Latin), Proto-Indo-European syntactic reconstruction

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** SANSK 1131 I (also CLASS 1331 and LING 1131) Elementary Sanskrit, 1132 (also CLASS 1332 and LING 1132), Elementary Sanskrit II, SANK 2251 (also CLASS 2351, LING 2252) Intermediate Sanskrit,

**Selected Publications:** *The Cambridge Introduction to Sanskrit* (Cambridge University Press, Cambridge, forthcoming 2015).

“The Origins of the Genitive Absolute in Sanskrit”, *Indic across the Millennia: from the Rigveda to Modern Indo-Aryan*, *Proceedings of the Linguistics Sessions of the 14th World Sanskrit Conference*, Kyoto, Japan, September 1-5, 2009, Bremen: Hempen, 2013.

*Brill's New Pauly: Encyclopaedia of the Ancient World*, asst. ed., Leiden/Boston, 2013.

*Absolute Constructions in Early Indo-European*, Cambridge University Press, Cambridge, 2012.

*Greek and Latin from an Indo-European Perspective* (conference volume), eds. Antonia Ruppel et al., The Cambridge Philological Society, Cambridge, 2007.

**South Asia Teaching and Research: 33%**

**SINGH, SUJATA****CORNELL**

Lecturer, Department of Asian Studies, appointed 2006

**Education:** B.A. Kashi Vidyapeeth University, Varanasi India, 2001

**Academic Experience:** Taught post-high school exchange programs, classes at the University of Leipzig, Germany, and intensive courses for diplomats in the American Embassy and British High Commission in New Delhi

**Languages:** Hindi (5), Urdu (5), Rajasthani (4), Bhojpuri (4)

**Research and Teaching Specializations:** Hindi/Urdu languages

**Field Experience:** India

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** HINDI 1101 & HINDI 1102 Elementary Hindi I & II, HINDI 2201 & 2202 Intermediate Hindi I & II, HINDI 3301 & 3302 Advanced Hindi I & II, HINDI 4431 & 4432 Directed Study, URDU 1125 (also NES 1312) Introduction to Urdu Script, URDU 2201 (also NES 2201) Intermediate Written Urdu, URDU2226, Intermediate Urdu

**Pedagogical Training:** SCOLA video files, Insta-Class, Media Editing and Uploading, 2007/08; National Council of Less Commonly Taught Languages, April 25-27th .2008; Assessing Learning Outcomes , December 3rd -2009.(Center of Teaching Excellence-Cornell). Ms. Singh also had early training from her father, well-known Wisconsin-Benares Program and SASLI Hindi instructor, Virendra Singh.

**South Asia Teaching and Research: 100%**

**TABESH, HALEH****SYRACUSE**

Adjunct Faculty, Department of Languages, Literatures and Linguistics, appointed 2009

**Education:** Syracuse University B.S. 1983, M.S. in progress**Academic Experience:** Program Analyst, Memorial Sloan-Kettering Cancer Center; Systems Programmer, University of Rochester 1989; Systems Manager, Syracuse University, 1989-1992, Instructor, Cayuga Onondaga BOCES, 2000-2004; Teacher, Manlius Pebble Hill School, 2004-2009**Languages:** Persian (5), French (3), Arabic (3)**Contribution to the Study of South Asia:**—**Area Studies Courses:** PRS 101 Persian I, PRS 102 Persian II, PRS 201 Persian III, PRS 202 Persian IV, PRS 620 Persian for Research Purposes**South Asia Teaching and Research: 50%****WEIS, MICHAEL****CORNELL**

Professor, Department of Linguistics, tenured, appointed 2001

**Education:** B.A. Summa cum laude (Classics), May 1987; Ph.D. (Linguistics), Cornell University, January 1993**Academic Experience:** Assistant Professor, Department of Classics, Yale University, 1992-94; Assistant Professor, Department of Classics, University of North Carolina at Chapel Hill, 1994-2000; Associate Professor, Department of Classics, University of North Carolina at Chapel Hill, 2000-2001**Distinctions:** Editorial Board, *Münchener Studien zur Sprachwissenschaft***Languages:** Latin (5), Greek (5), Hittite (4), Old Irish (4), Avestan (4), Old Persian (4), Gothic (4), Old English (3), Tocharian A and B (3), Old Church Slavonic (3); Modern Languages: German French, Spanish, Portuguese, Italian (all 3)**Research and Teaching Specializations:** Historical linguistics and their theoretical aspects, Indo-European linguistics, historical phonology and morphology of Greek, Latin and the Sabellic languages**Field Experience:** Italy, Holland, UK, and Germany**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** ASIAN 6659 (also CLASS 7459, LING 6659) Seminar in Vedic Philology**Selected Publications:** “The Comparative Method.” in Claire Bowerman and Bethwyn Evans (eds.), *The Routledge Handbook of Historical Linguistics*, 2014.“Greek τίω ‘I honor’ and τιμή ‘honor’.” in Daniel Kölligan (ed.), *FS for José Luis García Ramón*, 10 pp. in ms, forthcoming.“Indo-European languages.” in *Oxford Encyclopedia of Greek and Latin Civilization*, forthcoming.“Cosmogonia italica.” (in Italian) in the *Atti III Convegno internazionale dell’Istituto di Ricerche e Documentazione sugli Antichi Umbri*, forthcoming.“Interesting i-stems in Irish.” In Adam I. Cooper, Jeremy Rau, and Michael Weiss (eds.), *Multi Nominis Grammaticus*. Beech Stave, 329–45, 2013.**Theses Supervised in Past 5 Years:** Ph.D. 3 (1 chaired)**South Asia Teaching and Research: 25%**

**WILSON, IAN****SYRACUSE**

Adjunct Faculty, Department of Languages, Literatures and Linguistics, appointed 2014

**Education:** University of Chicago A.B. 2000; Syracuse University MA 2006; Ph.D. 2014**Academic Experience:** University of Buffalo, Department of Languages and Linguistics, 2011-2013**Distinctions:** Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowship, 2007-2009; Bharati Memorial Grant, Syracuse University, 2007; Goekjian Fellowship, Syracuse University, 2005-2006**Languages:** Hindi (5); Urdu (3)**Research and Teaching Specializations:** Colonial and postcolonial Indian society and culture, Indian oral performance and religious traditions, agency and social practice, textuality and performance, practices of remembering, and the production and consumption of history**Field Experience:** India**Contributions to the Study of South Asia:**

—Area Studies Courses: HIN 101 Hindi-Urdu I; HIN 102 Hindi-Urdu II; HIN 201 Hindi-Urdu III; HIN 202 Hindi-Urdu IV

**South Asian Teaching and Research: 100%****LAW****KALANTRY, SITAL****CORNELL**

Associate Clinical Professor of Law, July 2006 (non-tenure track, reappointed in 2009 for a 3-year term)

**Education:** Cornell University B.A. 1994; M.S. London School of Economics 1995; J.D. University of Pennsylvania Law School 1998**Academic Experience:** Yale Law School, 2005 - 2006**Distinctions:** Director, International Human Rights Clinic; Co-Director, Asylum and Convention against Torture Appellate Clinic; Faculty Director, Avon Global Center for Women and Justice; Human Rights Committee of the New York State Women's Bar Assoc.; Human Rights Committee of the New York City Bar Association**Languages:** English (5), Hindi, speaking (5), Hindi, reading and writing (1), Spanish (2)**Research and Teaching Specializations:** Human rights and immigration law**Contribution to the Study of South Asia:**

—Professor Kalantri is director of the International Human Rights Clinic and has drafted a training manual for trial court judges in India on international fair trial standards.

—Courses Integrating South Asia Material: Law 7855: International Human Rights Clinic (varies yearly as to area studies, 2009-2010 was S. Asia related)

**Selected Publications:** "Promoting Clinical Legal Education in India: A Case Study of the Citizen Participation Clinic", with Elizabeth Brundige and Priya S. Gupta *Cornell Legal Studies Research*, Paper No. 12-56, 2012."Litigation as a Measure of Well-Being", with Theodore Eisenberg and Nick Robinson, *Cornell Legal Studies Research*, Paper No. 12-28, 2012."Combating Acid Violence in Bangladesh, India, and Cambodia", with Jocelyn Getgen Kestenbaum, *Avon Global Center for Women and Justice and Dorothea S. Clarke Program in Feminist Jurisprudence*, Paper 1, 2011."Measuring State Compliance with Right to Education Using Indicators: A Case Study of Colombia's Obligations under the ICESCR", in *Human Rights Quarterly*, 2011.**Theses Supervised in Past 5 Years:** NA**South Asia Teaching and Research: 25%**

**KFIR, ISAAC****SYRACUSE**

Visiting Assistant Professor, Maxwell School of Citizenship &amp; Public Administration and College of Law, appointed 2009

**Education:** University of Buckingham B.A. 1994; University of Kent M.A. 1995; London School of Economics Ph.D. 1999**Academic Experience:** Department of Political Science and Security Studies, Raphael Racanati International School, 2005-2011**Distinctions:** Excellence in Teaching Award, Maxwell School of Citizenship, Syracuse University, 2011**Languages:** Hebrew (4); Arabic (4); Pashto (2)**Research and Teaching Specializations:** Terrorism in South Asia and the Middle East**Field Experience:** Israel, Afghanistan**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** PAI 700 Terrorism in the 21<sup>st</sup> Century, LAW 813 The Rule of Law In Post-Conflict Reconstruction**Selected Publications:** "Islam in Post-9/11 Pakistan: The Role of Education in Heightening or Diminishing Pakistan's Security Dilemma," in *Islamic Political and Social Movements*, Barry Rubin, ed., Routledge, New York, Vol. I, pp. 1-20, 2013."Security, Gender and Post-Conflict Reconstruction: The Need for a 'Woman Question' When Engaging in Reconstruction," in *Texas Journal of Women & Gender*, 22 (1), 2012."Peace-building in Afghanistan: A Bridge Too Far?" in *Defense Studies*, 12(2), pp. 149-178, 2012."Islam in Post-9/11 Pakistan – The Role of Education in Heightening or Diminishing Pakistan's Security Dilemma," in *Middle East Review of International Affairs*, 16(1), 2012."U.S. Policy Towards Afghanistan and Pakistan," in *Can America Maintain Its Political, Military, and Economic Preeminence? Sixteen Key Challenges*, Kim Ezra (ed.), Edwin Mellen Press, Lewiston, NY, 2011."Is There Any Hope for Peacebuilding in Afghanistan?" in *Middle East Review of International Affairs*, 14(3), pp. 45-64, 2010.**South Asia Teaching and Research: 50%****ZOLI, CORINNE****SYRACUSE**

Assistant Research Professor, Syracuse University College of Law and Maxwell School of Citizenship, tenured, appointed 2010

**Education:** Syracuse University B.A 1991; M.A. 1993; Ph.D. 2004**Academic Experience:** Department of English & Writing, State University of New York Oswego, 2000-2002**Distinctions:** Social Science Research Council award, *The Role of Islamic law in the Laws of War and Postconflict Justice*, Project Director, 2010-2014; National Science Foundation award, Co-PI, Project: *From Battlefield to Classroom: Designing Pathways to Engineering for American GIs*, 2009-2012, U.S. Department of State/U.S. Embassy in Kabul, Afghanistan, International Visitor Leadership, Co-PI/Project Co-Director, Transition and Reconstruction in Afghanistan: Evolving US-Afghan Partnerships, 2011-2012,**Languages:** French (3), Italian (3)**Research and Teaching Specializations:** Armed conflict in Muslim states, humanitarian law**Field Experience:** Israel**Selected Publications:** "Humanizing Irregular Warfare: Framing Compliance for Nonstate Armed Groups at the Intersection of Security and Legal Analyses" in *New Battlefields/Old Laws: Critical Debates in Asymmetric Warfare*, William C. Banks, ed., Columbia University Press, New York, 2011."Post 9-11 Stability Operations: How US Army Doctrine is Shaping National Security Strategy," with Nick Armstrong, in *PRISM Journal*, 2(1), pp. 101-120, 2011."Baton Rouge Post-Katrina: The Role of Critical Infrastructure Modeling in Promoting Resilience," with Nicholas Santella & Laura Steinberg, in *Homeland Security Affairs*, 7(7), pp. 1-34, 2011.**South Asian Teaching and Research: 30%**

## LITERATURE

### BANERJEE, ANINDITA

CORNELL

Associate Professor, Department of Comparative Literature, tenured, appointed September, 2004

**Education:** Jawaharlal Nehru University B.A. 1991; UCLA M.A. and Ph.D. 2000

**Academic Experience:** Comparative Literature, Stanford University, 2001-02; Comparative Literature University of Oregon, 2002-04

**Distinctions:** Andrew Mellon Postdoctoral Fellow, 2001-02; Humanities Grant Research Awards, 2005-06; ; Einaudi Center Seed Grant 2010-11; Mellon Writing Group Grant 2010-11; Science Fiction and Technoculture Studies Book Prize 2013; Innovation in Teaching Grant 2014

**Languages:** Bengali (4), Hindi (4), English (4)

**Research and Teaching Specializations:** Literature and film of Russia and South Asia, with emphasis on science and technology. The production of space. Construction of religious, ethnic, and national identities.

**Field Experience:** India

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** COM L 3850 (also ASIAN 3389 & VISST 3851) Partition in Fiction and Film, COM L 3860 (also ASIAN 3387 & VIS ST 3870) Literature and Film of South Asia, COML 4339 (also ASIAN 4440, FGSS 4339) Bodies at the Border (with Prof. D. Castillo)

**Selected Publications:** *We Modern People: Science Fiction and the Making of Russian Modernity*, Wesleyan University Press, 2013.

"Gender, Violence, and Dislocation in South Asia and the Americas", edited collection (with Debra Castillo), in *Working Papers in Latin American Studies*, [http://lasp.einaudi.cornell.edu/gender\\_violence\\_dislocation](http://lasp.einaudi.cornell.edu/gender_violence_dislocation), 2012.

"Screening Aviation, Mediating Afghanistan: Aero-Visuality and the Work of Memory in Andrei Kavun's *Kandahar*," forthcoming in *Visual Cultures of Aviation*, ed. Helena Goscilo and Vlad Strukov, Cambridge, MA: MIT Press, 2014.

"I thought you were a Mexican or something: Re/ Visioning Borders of the Global South in Rakesh Roshan's *Kites*" (with Debra Castillo), in *Comparative American Studies* 9, pp. 342-359, Dec. 2011.

"Liberation Theosophy: Discovering India and Orienting Russia between Velimir Khlebnikov and Helena Blavatsky," in *PMLA* 126, 3 pp. 610-624, May, 2011.

**Theses Supervised in Past 5 Years:** 3 honor (undergrad) theses, S. Asia topics **South Asia Teaching and Research:** 25 – 30%

### BLEDSOE, BRONWEN

CORNELL

Adjunct Assistant Professor, Department of Asian Studies; Curator, South Asia Collection, Kroch Library, appointed 2006

**Education:** University of Washington double B.A. 1984, University of Chicago Ph.D. 2004

**Distinctions:** Fulbright-Hays Doctoral Dissertation Research Fellowship, 1991-92; Social Science Research Council Fellowship for dissertation research, 1993-94

**Languages:** Nepali (5), Sanskrit (4), Newari (4), Hindi (3), Sinhala (3), Bengali (3), Rajasthani (2), Marathi (2), Gujarati (2), Oriya (1), Tibetan (1), Latin (3), French (3), Spanish (3)

**Research and Teaching Specializations:** History and texts of trans-regional South Asia, with particular emphasis on social, religious, political and Urban history of the Newar people of the Kathmandu Valley of Nepal.

**Field Experience:** Nepal, India, Sri Lanka

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** Directed studies in Indic religions and texts

**Selected Publications:** "An Advertised Secret: The Goddess Taleju and the King of Kathmandu," in *Tantra in Practice*, ed. David White, Princeton: Princeton University Press, 2000.

**South Asia Teaching, Work and Research:** 100%

**DESAI, MANAN****SYRACUSE**

Assistant Professor, Department of English, appointed 2011

**Education:** University of Michigan BA 2002; University of Michigan M.A. 2005; University of Michigan Ph.D. 2011**Distinctions:** Rackham Merit Fellowship, University of Michigan. 2007-2009, American Institute of Indian Studies Year-Long Language Fellowship (2007-2008), Member, Board of Directors, South Asian American Digital Archive, 2010-present**Languages:** Hindi (4); Gujarati (3); Marathi (3)**Research and Teaching Specialization:** South Asian American literature, postcolonial theory**Field Experience:** U.S., India**Contributions to the Study of South Asia:**—**Area Studies Courses:** ETS 315 Literature of South Asia and Its Diaspora, ETS 315 Tracing South Asian America,—**Courses Integrating South Asia Material:** ETS 184 Introduction to Asian American Literature**Recent Publications:** "Caste in Black and White: Dalit Identity and the Translation of African American Literature," in *Comparative Literature*, forthcoming 2015."Born in the U.S.A.: Cornershop's 'Brimful of Asha,'" in *The Margins*, 2012.**Theses Supervised in Past Five Years:** 3 Ph.D.**South Asian Teaching and Research:** 60%**McCREA, LAWRENCE J.****CORNELL**

Assistant Professor of Sanskrit, Department of Asian Studies, tenure track, appointed 2007

**Education:** Cornell University B.A. 1989, University of Chicago Ph.D. 1998**Academic Experience:** Department of South Asian Languages and Civilizations, University of Chicago, 1995-2003; Department of Sanskrit and Indian Studies, Harvard University, 2004-2007**Distinctions:** American Institute of Indian Studies Junior Fellowship for dissertation research, 1993-94; Whiting Fellowship in the Humanities, 1995-96; University of Chicago Post-doctoral Fellowship in the Humanities, 2000-01.**Languages:** Sanskrit (5), Prakrit (4), Pali (3), German (3)**Research and Teaching Specializations:** Sanskrit studies**Field Experience:** India**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** ASIAN 3344 (also RELST 3344) Introduction to Indian Philosophy, ASIAN 3366 (also SNLIT 4465), ASIAN 4447 Interpreting Indian Texts, SASK 3301 (also CLASS 3393) Advanced Sanskrit I, SASK 3302 (also CLASS 3394) Advanced Sanskrit I**Selected Publications:** "Prajñākaragupta on the Pramānas and their Objects" in *Religion and Logic in Buddhist Philosophical Analysis: Proceedings of the Fourth International Dharmakīrti Conference*, 2011."New Directions in South Asian Studies: Critical Engagements with Sheldon Pollock", ed. with Yigal Bronner and Whitney Cox, *Asia Past and Present Series*, Association for Asian Studies, 2011.*Buddhist Philosophy of Language in India: Jnanasrimitra's Monograph on Exclusion*, with Parimal Patil, Columbia University Press, forthcoming 2010."Hindu 'Law' and Scriptural Hermeneutics," eds. Timothy Lubin and Donald Davis, in *Law and Hinduism, An Introduction*, Cambridge University Press, forthcoming 2010."The Teleology of Poetics in Medieval Kashmir," in *Harvard Oriental Series* 71, 2009."Playing with the System: Fragmentation and Individualization in Late Pre-colonial Mīmāṃsā," in *Journal of Indian Philosophy*, 36.5-6, pp. 575-585, 2008.**Theses Supervised in Past 5 Years:** Ph.D. 3 Committee**South Asia Teaching and Research:** 100%

**MOHANTY, SATYA****CORNELL**

Professor, Department of English, tenured, appointed, 1983

**Education:** University of Delhi B.A. 1974, M.A. 1976; University of Illinois M.A. 1978, Ph.D. 1985**Distinctions:** Research Grant, ACLS-Social Science Research Council, 1989-90; Society of the Humanities Grant, Cornell, to organize a colloquium titled "Religion, Literature, and the Needs of a Secular Policy," in Aurangabad, India, December 2000; The Andrew W. Mellon Foundation to run the National Future of Minority Studies Summer Institute (a two-week seminar and a colloquium) at Cornell, 2005-2007, renewed 2007 – 2010**Languages:** Oriya (5), Hindi (4)**Research and Teaching Specializations:** Literary and cultural theory, literature and ethics, colonial and postcolonial studies, the novel, South Asian literature, comparative literary and cultural studies, and comparative modernities**Field Experience:** India, England**Contribution to the Study of South Asia**

—Area Studies Courses Taught: ENGL 3530 The Modern Indian Novel

**Selected Publications:** Race, Identity, and International Faculty on US Campuses", in *Bridging Cultures: International Women Faculty Transforming the US Academy*. Edited by Sarah Robbins, eds. Sabine Smith, and Federica Santini, University Press of America, NY, pp. 117-122, 2011."Introduction: Viewing Colonialism and Modernity Through Literature", in *Colonialism, Modernity, and Literature*, pp. 1 – 21, 2011.*The Future of Diversity: Academic Leaders Reflect on American Higher Education*, ed. with Daniel Little, Palgrave Macmillan, New York, in press, Spring 2010.*Identity Politics Reconsidered*, ed. with Linda Alcoff, Michael Hames-Garcia, and Paula Moya, Palgrave-McMillan, 2007.

"The Literary View from Below", "Fakir Mohan Senapati and the Critique of Colonial Culture," co-edited with Harish Trivedi in

*A Special Section of Economic and Political Weekly*, November 2006.*Six Acres and a Third: The Classic Novel about Colonial India by Fakir Mohan Senapati*, co-translated with Rabi S. Mishra, Jatindra Nayak and Paul St. Pierre, introduction by Satya Mohanty, University of California Press, 2006/Penguin-India, 2006.**Theses Supervised in Past 5 Years:** 11 Ph.D., 4 undergraduate honors theses**South Asia Teaching and Research:** 33%**TOORAWA, SHAWKAT****CORNELL**

Associate Professor, Near Eastern Studies, tenured, appointed 2000

**Education:** University of Pennsylvania B.A. 1985, M.A. 1989, Ph.D., 1998**Academic Experience:** Asian and African Languages and Literature, Duke University 1989-91; Department of Asian and Middle Eastern Studies & College of General Studies, University of Pennsylvania 1992-93; Department of Humanities, University of Mauritius, 1996-2000; Department of Arabic, Jamia Millia Islamia, 2006-07; Wolfson College, University of Oxford, April-August 2007**Distinctions:** Rockefeller African Humanities Institute Junior Fellowship, W. E. B. Du Bois Institute, Harvard University, 1999-2000; Award (for *A Time between Ashes and Roses*), Hull Memorial Publication Fund, Cornell University, 2004; Zahid 'Ali Scholarship, Institute for Ismaili Studies, London, 2005-10; Senior Long-Term Fellowship, American Institute for Indian Studies (October 2006-April 2007); New Directions Fellowship, Andrew W. Mellon Foundation, 2006-09**Languages:** French (5), Arabic (5), Mauritian Creole (4), Spanish (4), Gujarati (3), Latin (2), Persian (2), German (1) Hindi/Urdu (3), Sanskrit (1)**Research and Teaching Specializations:** Classical and medieval Arabic literature, Modern Arabic poetry, The Qur'an, The Indian Ocean, 18th century Indian Literature in Arabic; Modern Literature**Field Experience:** Mauritius, Middle East, Singapore, Malaysia, India, UK, UAE**Contribution to the Study of South Asia:**

—Courses Integrating South Asian Material: NES 259 (also RELST 259) Islam—In Theory and Practice, NES 2754(also COM 2754) Introduction to Near Eastern Civilizations, NES 4707 (also ENGL 4798, RELST 4707) Writing Muslims: Literature &amp; Film of Muslim Diaspora(s)

**Selected Publications:** *Lenpas Flanbwayan/Flame Tree Lane*, by Dev Virahsawny (edited and translated by Shawkat M. Toorawa), London: Pink Pigeon Press/Solitaire, 2012.*Islam: A Short Guide to The Faith*, Grand Rapids, Michigan & Cambridge, England: Wm Eerdmans Publishing Co., 2011.*The Genesis of Literature in Islam: From the Aural to the Read*, Gregor Schoeler, (revised edition, in collaboration with and translated by Shawkat M. Toorawa, ), viii, 152 pages, Edinburgh University Press; Cairo: American University in Cairo Press, 2009.*The Western Indian Ocean: Essays on Islands and Islanders*, ed., xx, 154 pages, Port Louis, The Hassam Toorawa Trust, 2007.*Azad Bilgrami's Shifa al-'alil, Facsimile of MS Dawawin 1113* in the Andhra Pradesh Government Oriental Manuscripts Library and Research Institute, Hyderabad, introduction, pp.1–17, xxiii, 144 pages, Andhra Pradesh Government Oriental Manuscripts Library and Research Institute, Hyderabad, 2007,**Theses Supervised in Past 5 Years:** 7 (1 chaired) Ph.D.**South Asia Teaching and Research:** 15%

## NUTRITION

### HAAS, JERE D.

CORNELL

Professor, Division of Nutritional Sciences, tenured, appointed, 1975

**Education:** Franklin & Marshall College B.A. 1967; Pennsylvania State University M.A. 1970, Ph.D. 1973

**Academic Experience:** Department of Anthropology, University of Massachusetts, 1973-1975

**Distinctions:** President, American Association of Physical Anthropologists, 1995-1997; Named Nancy Schlegel Meinig Professor of Maternal and Child Nutrition, College of Human Ecology, Cornell University 1995-2005; 2006 Research and Development Award, from the Philippine Agriculture and Resources Research Foundation

**Research and Teaching Specializations:** International nutrition with a focus on maternal and child nutrition

**Field Experience:** India, China, Philippines

**Contribution to the Study of South Asia:**

—A noted international nutritionist, Professor Haas is a core member of the Tata-Cornell research initiative in rural India.

**Selected Publications:** “Validity of ActiGraph 2-Regression Model and Matthews and NHANES and Cut-Points for Assessing Free-Living Physical Activity”, with S.E. Crouter, D.M. DellaValle, E.A. Frongillo and D.R. Bassett in *Journal of Physical Activity and Health* (in press).

“Relationship between Physical Activity, Physical Performance, and Iron Status in Adult Women”, with S.E. Crouter, and D.M. DellaValle, in *Applied Physiology, Nutrition, and Metabolism*, Vol. 37, pp. 697-705, 2012.

“Iron status is associated with endurance performance and training in female rowers”, with D.M. DellaValle, in *Medicine and Science in Sports and Exercise*, Vol. 44, pp. 1552-1559, 2012.

“Impact of iron depletion without anemia on trained endurance athletes at the beginning of a training season: a study of female collegiate rowers. *International Journal of Sport Nutrition and Exercise Metabolism*”, Vol. 21, pp. 501-506, 2011.

**Theses Supervised in Past 5 Years:** 2 Ph.D.

**South Asia Teaching and Research:** 10%

### MEHTA, SAURABH

CORNELL

Assistant Professor of Global Health, Epidemiology and Nutrition, College of Human Ecology, tenure track, appointed July, 2010

**Education:** M.B.B.S. All India Institute of Medical Sciences, 2003; M.S. Harvard University 2004; Sc.D. Harvard University 2009

**Academic Experience:** Research Fellow, Department of Nutrition, Harvard School of Public Health, Boston MA, USA 2009-10; Adjunct Associate Professor of Infectious Diseases, St. John's Research Institute, St. John's National Academy of Health Sciences, Bangalore, Karnataka, India 2013

**Distinctions:** Young Investigator Award, 17<sup>th</sup> Conference on Retroviruses and Opportunistic Infections, San Francisco CA 2010

**Languages:** Hindi (5), Punjabi (3), Urdu (3)

**Research and Teaching Specializations:** Infectious diseases, particularly HIV, tuberculosis, and neglected tropical diseases, and maternal and child health in India, Sub-Saharan Africa and Latin America; Novel diagnostics

**Contributions to the Study of South Asia:**

—**Courses Integrating South Asian Material:** NS 3060: Nutrition and Global Health

**Selected Publications:** “Vitamin D status and TB treatment outcomes in adult patients in Tanzania”, with Mugusi FM, Bosch RJ, Aboud S, Urassa W, Villamor E, Fawzi WW, in *BMJ Open*, 3:e003703. PMID: 24247327, 2013.

“Predictors of Anemia and Iron Deficiency in HIV-Infected Pregnant Women: A Potential Role for Vitamin D and Parasitic Infections”, with Finkelstein JL, Mehta S, Aboud S, Duggan CP, Kupka R, Spiegelman D, Msamanga GI, Fawzi WW, in *Public Health Nutr*, 15:928-937. PMID: PMC3366262, 2012.

“Smartphone Technology can be Transformative to the Deployment of Lab-on-Chip Diagnostics”, with Erickson D, O'Dell D, Jiang L, Oncescu V, Gumus A, Lee S, Mancuso M, in *Lab Chip* 2014.

“A Randomized Trial of Multivitamin Supplementation in Children with Tuberculosis in Tanzania”, with Mugusi FM, Bosch RJ, Aboud S, Chatterjee A, Finkelstein JL, Fataki M, Kisenge R, Fawzi WW, in *Nutr J*, 10:120. PMID: PMC3229564, 2011.

“Editorial Commentary: Micronutrient Supplementation as Adjunct Treatment in HIV-infected Patients”, with Fawzi WW, in *Clin Inf Dis*, 50:1661-1663. PMID: 20455704, 2010.

**Theses Supervised in Past 5 Years:** 11 Ph.D., chaired 4

**South Asia Teaching and Research:** 60%



**RAJ, SUDHA****SYRACUSE**

Associate Professor, Department of Public Health, Food Studies, and Nutrition, appointed 2000

**Education:** University of Madras B.Sc. 1978; Bombay University, India M.Sc. 1981; Syracuse University Ph.D. 1991**Academic Experience:** Adjunct Faculty, Nutrition and Dietetics, Syracuse University, 1981-2000**Distinctions:** Syracuse University Vision Fund 2003; Syracuse University Healthy IM Campus Project, February 2006**Languages:** Tamil (5), Hindi (5)**Research and Teaching Specializations:** Ethnic dietary habits, vegetarianism**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** NSD 400/600 Food as Medicine; NSD 555 Food, Culture and Environment**Selected Publications:** “How prevalent is vitamin B12 deficiency among vegetarians?” with R. Pawlak, J.S. Parrot, D. Cullum-Dugan, and D. Lucas, in *Nutrition Reviews*, January 2013.“Standards of Practice and Standards of Professional Performance for Registered Dietitians (Competent, Proficient, and Expert) in Integrative and Functional medicine,” with D. Ford, R.K. Batheja, R. Debusk, D. Grotto, D. Noland, E. Redmond, & K.M. Swift, in *Journal of the American Dietetic Association*, 111(6), 2011.“Introduction: Indian Foods,” in *AAPI's Guide to Nutrition, Health and Diabetes*, 2nd ed, Allied Publishers, 2011.“The Practice of Vegetarianism in the South Asian Sub-continent,” in *Vegetarian Nutrition Update*, 20(2), 2011.“India (Southern Region),” in *Food, Cuisine and Cultural Competency for Culinary, Hospitality and Nutrition Professionals*. Sari Edelstein, ed., Jones and Bartlett Publishers Sudbury, MA. 2011.“A Vegetarian Diet for Weight Management” with K. Thedford, in *Journal of the American Dietetic Association*, 111(6), 2011.“Becoming Vegetarian,” *American Dietetic Association*, 2007.Vegetarian Diets in Prevention and Treatment of Chronic Disease, with R. Mangels, *AAPI Convention Book*, The American Association of Physicians of Indian Origin, April 2006.“Food Guide Pyramid” in *Indian and Pakistani Food Practices, Customs and Holidays*, American Dietetic Association, 2000.**Theses Supervised in the Past 5 Years:** 3 M.S.**South Asia Teaching and Research:** 30%**POLITICAL SCIENCE****BOROUJERDI, MEHRZAD****SYRACUSE**

Associate Professor, Department of Political Science, tenured, appointed 1992

**Education:** Boston University B.A. 1983; Northeastern University M.A. 1985; The American University Ph.D. 1990**Distinctions:** Daniel Patrick Moynihan Award, Syracuse University, 1997; The Henry R. Luce Foundation Grant for “Religion, Media and International Affairs,” 2006-2009; Social Science Research Council Grant for “The Shari’a, Laws of War and Post-Conflict Justice Project,” 2011-12; President-Elect, International Society for Iranian Studies, 2012-2014; Award for Outstanding Service, Institute of International Education’s Scholar Rescue Fund, 2011**Research and Teaching Specializations:** Intellectual history of the contemporary Middle East, and “Third World” resistance to modernity and cultural globalization**Languages:** Persian (5), Turkish (3)**Field Experience:** UK; France; Germany; Switzerland; Iran; Turkey**Contribution to the Study of South Asia:**

—Has taught on Islam in South Asia and works closely with the South Asia Center on developing courses on Islam in the Middle East and Asia; directs SU’s Middle East Studies Program.

**Recent Publications:** *Mirror for the Muslim Prince: Islam and Theory of Statecraft*, Syracuse University Press, Syracuse, NY, 2013.“Islam and the Promenades of Global Media,” with Nicole J. Allem, in *Rethinking Religion and World Affairs*, Timothy S. Shah, Alfred Stepan, and Monica D. Toft, eds., Oxford University Press, New York, pp. 217-228, 2012.“‘The West’ in the Eyes of the Iranian Intellectuals of the Interwar Years (1919-1939),” in *Comparative Studies of South Asia, Africa and the Middle East*, 26(3), 2006.“The Reformist Movement in Iran,” in *Oil in the Gulf: Obstacles to Democracy and Development*, Daniel Heradstveit and Helge Hveem, eds., Ashgate, London, pp. 63-71, 2004.“The Ambivalent Modernity of Iranian Intellectuals,” in *Intellectual Trends in Twentieth-Century Iran: A Critical Survey*, Negin Nabavi, ed., University Press of Florida, Gainesville, pp. 11-23, 2003.“Triumphs and Travails of Authoritarian Modernization in Iran,” in *The Making of Modern Iran: State and Society Under Riza Shah, 1921-1941*, Stephanie Cronin, ed., Routledge, London, 2003.*Iranian Intellectuals and the West: The Tormented Triumph of Nativism*, Syracuse University Press, Syracuse, 1996.**South Asia Teaching and Research:** 20%

**HERRING, RONALD J.****CORNELL**

Professor, Department of Government, tenured, appointed 1991, John S. Knight Professor of International Relations, tenured, appointed 1996

**Education:** University of Texas, Austin B.A. 1969; University of Wisconsin M.A. 1971, Ph.D. 1976

**Academic Experience:** Economics, University of Texas, 1976; Political Science, Northwestern University, 1982-1985; Development Studies Program, Department of State, 1977-1979; University of Washington, Seattle, 1983; University of Chicago, Economics, 1987-1988

**Distinctions:** Editorial Boards for: *Comparative Political Studies*, 1979-2014; *Critical South Asia*, 1998-2014; *Journal of Contemporary South Asia*, 2004-14; *Journal of Development Studies* 2007-14; Consultant for: Commission on U.S.-Asian Relations, 1981-86; the World Bank (multiple years); the Social Science Research Council/American Council of Learned Societies Joint Committee on South Asia, 1982-87; the South Asia Council of the Association for Asian Studies, 1992-93

**Languages:** Hindi (2), Urdu (2), Malayalam (1), Sinhala (1)

**Research and Teaching Specializations:** Comparative politics, political economy, development, environmental politics, biotechnology, politics of science, food politics

**Field Experience:** India, Bangladesh, Sri Lanka, Pakistan

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asia Material:** CSS 4303 (also BIOPL 4303, BSOC 4303, GOVT 4303, STS 4303), GOVT 4392 Politics of Science, Politics of South Asia (number under revision); Field Seminar in Comparative Politics 6353.

**Selected Publications:** “Re-constructing Facts in Bt Cotton: Why Skepticism Fails,” in *Economic and Political Weekly*, Vol. xlvi no 33, August 17, 2013.

“Class Politics in India: Euphemization, Power and Identity,” *Handbook of Indian Politics*, ed. by Atul Kohli and Prerna Singh, Oxon/London UK: Routledge, 2012.

“On the ‘Failure of Bt Cotton’: Analysing a Decade of Experience,” *Economic and Political Weekly*, 47(18): pp. 45-54. (With N Chandrasekhara Rao) 2012.

“Genetically Modified Crops”, in *Oxford Companion to Economics in India: Revised Edition*, Ed Kaushik Basu and Annemie Maertens, New Delhi: Oxford University Press. 2011.

“The Goldilocks Paradox of Biosafety,” in *Symposium: Transgenic Varieties and India’s Agriculture – Response to Dr. MS Swaminathan, Review of Agrarian Studies*, Vol. 1, No. 1 2011.

**Theses Supervised in Past 5 Years:** 4 Ph.D.

**South Asia Teaching and Research:** 50%

**KATZENSTEIN, MARY F.****CORNELL**

Professor, Department of Government and Women’s Studies, tenured, appointed 1974

**Education:** Radcliffe College B.A. 1966; University of London M.Sc. 1968; Massachusetts Institute of Technology Ph.D. 1975

**Academic Experience:** Fellow (unfunded), Bunting Institute, Radcliffe College, 1988-89; Visiting Scholar, Russell Sage Foundation 2001-2002; Fellow, Center for the Advanced Study of the Behavioral Sciences, Palo Alto, CA 2004-05; Visiting Professor, Center for the Study of Law and Governance, Jawarhalal Nehru University, New Delhi, November 2013.

**Distinctions:** American Institute of Indian Studies (short-term grant), 1977-78; Mellon Research Support, 1986-87; Mentor of Distinction, Women’s Caucus, American Political Science Association 1989 (also 1996); Peace Studies Program, MacArthur Foundation Award, Cornell University, 1989; Ford Foundation grant for project on Militarism and Citizenship, 1995-1998; AIIS, 1996-97; Mentor Award, Society for Women in Political Economy, 1998; Victoria Schuck Award for the best book on Women and Politics, the American Political Science Association, 1999; College, Radcliffe Association, Graduate Society Medal, 2001; Kendall S. Carpenter Memorial Advising Award 2005; Kaplan Family Distinguished Faculty Fellowship, 2006; Heinz Eulau Award for “The Dark Side of Liberalism” in *Perspectives on Politics*, 2011; National Society of Collegiate Scholars recognition for scholarship, leadership, and service, 2011; Team Member, Immigration: Settlement, Integration, & Membership, Institute for the Social Sciences, 2010-13.

**Languages:** Hindi (1)

**Research and Teaching Specializations:** Feminist activism cross-nationally focused on the United States, Europe, and India

**Field Experience:** India, five periods of research between 1966 and 1980

**Contribution to the Study of South Asia:**

—Professor Katzenstein is a past director of the South Asia Program

—**Area Studies Courses Taught:** GOVT 100.1 Freshman writing seminar on India

**Selected Publications:** “A Visit to Puzhal Prison,” *South Asia Newsletter*, spring-summer, 2012.

*Social Movements in India Poverty, Power, and Politics*, co-edited with Raka Ray, Rowman and Littlefield, 2005; India edition, Oxford, 2005.

“Identities, Interests and Social Movements in India,” co-authored with Smitu Kothari and Uday Mehta, in *Democratization and Decentralization in India*, edited by Atul Kohli, Cambridge University Press, 2001.

“The Mother and the State: Reproductive Health in India,” in *Asian Survey*, November, 2000.

*Beyond Zero Tolerance: Discrimination and the Culture of the U.S. Military*, co-edited with Judith Reppy, Rowman and Littlefield, 1999.

*Faithful and Fearless: Moving Feminist Protest inside the Church and Military*, Princeton University Press, 1998.

**Theses Supervised in Past 5 Years:** 11 Ph.D. (5 chaired)

**South Asia Teaching and Research:** 25%

**PEPINSKY, THOMAS B.****CORNELL**

Associate Professor, Department of Government, tenured, appointed 2008

**Education:** Brown University, A.B. 2001, Yale University Ph.D. 2007**Academic Experience:** Universiti KeBAngsaan Malaysia, 2005; Assistant Professor of Political Science, University of Colorado-Boulder, 2007-08; Australian National University, July 2011; University of Freiburg, June 2013; Henry R. Luce Foundation, The American Institute for Indonesian Studies (with Martin F. Hatch and Eric Tagliacozzo), \$60,000, 2011; International Program Development Fund, Accountability and Representation in Contemporary Indonesia (with Michele Ford and Kuskridho AmBardi), University of Sydney, \$36,000, 2011-12;**Distinctions:** Smith Richardson Foundation, Islamic Radicalism: A Threat to Indonesian Democracy? (with R. William Liddle), \$160,242, 2007-11; Einaudi Center Seed Grant, Data Dissemination Collaboration between Cornell University and Badan Pusat Statistik (BPS), Republic of Indonesia (with Garrick Blalock, Eric Tagliacozzo, and Pamela Baxter), Cornell University, 2011; Institute for Social Sciences Faculty Fellow, 2012**Languages:** BAhasa Indonesia and BAhasa Malaysia (4), German (3), French (3), Vietnamese (2), Dutch (2), Spanish (2)**Research and Teaching Specializations:** Emerging market economies in Southeast Asia**Field Experience:** Indonesia, Malaysia, Singapore, Australia, Germany**Contribution to the Study of South Asia:**—**Courses Integrating South Asian Materials:** GOVT 4194 Asian Political Economy**Selected Publications:** *Beyond Oligarchy?* With Michele Ford, Ithaca: Cornell Southeast Asia Publications, forthcoming, 2014.*Crises and the Breakdown of Authoritarian Regimes*, Cambridge University Press, 2009.“Surveys, Experiments, and the Landscape of International Political Economy”, in *International Interactions*, forthcoming, 2014.“The Institutional Turn in Comparative Authoritarianism”, in *British Journal of Political Science*, forthcoming, 2014.“Testing Islam’s Political Advantage: Evidence from Indonesia.” With R. William Liddle and Saiful Mujani, in *American Journal of Political Science*, 2012.“Context and Method in Southeast Asian Politics”, in *Pacific Affairs*, conditionally accepted.“Surveys, Experiments, and the Landscape of International Political Economy”, in *International Interactions*, forthcoming, 2014.“The Institutional Turn in Comparative Authoritarianism”, in *British Journal of Political Science*, forthcoming, 2014.**Theses Supervised in Past 5 Years:** Chaired 3 Ph.D.**South Asia Teaching and Research:** 2%

Committee 11 Ph.D., 3 MA (chaired 1)

**SADANANDAN, ANOOP****SYRACUSE**

Assistant Professor, Department of Political Science, tenure-track, appointed 2011

**Education:** Duke University M.A. 2006; PhD 2011**Distinctions:** International Field Research Grant, Program for Study in Democracy, Institutions, and Political Economy, Duke University, 2005-2008; Mosher-Appleby Research Grant, Syracuse University, 2012- 2014**Languages:** Tamil (5); Hindi (4)**Research and Teaching Specialization:** Political economy, comparative politics, political and economic development, political parties, ethnic politics**Field Experience:** India**Contributions to the Study of South Asia:**—**Area Studies Courses:** PSC 389 Politics of India (also SAS 389)**Selected Publications:** “Political economy of suicide: Financial reforms, credit crunches and farmer suicides in India,” in *Journal of Developing Areas*, forthcoming.“Patronage and decentralization: The politics of poverty in India,” in *Comparative Politics*, 44(2): 211-28, 2012.“Bridling central tyranny in India: How regional parties restrain the federal government,” in *Asian Survey*, 52(2): 247-69, 2012**South Asia Teaching and Research:** 100%

**SEZGIN, YUKSEL****SYRACUSE**

Assistant Professor, Department of Political Science, tenure-track, appointed 2013

**Education:** Ankara University, B.A. 1996; Hebrew University of Jerusalem M.A. 1998; University of London (SOAS) M.A. 1999; University of Washington M.A. 2002

**Academic Experience:** The Graduate Center & John Jay College, CUNY, Department of Political Science, 2009-2013;

**Distinctions:** MESA Malcolm H. Kerr Best Dissertation Award in the Social Sciences, 2008; APSA Aaron Wildavsky Award for Best Dissertation in Religion and Politics; Luce Fellow, Princeton University, PIIRS, 2011-2012

**Research and Teaching Specializations:** Women's rights, religious law, human rights

**Languages:** Turkish (5), English (4), Italian (3), Hebrew (3), Arabic (3)

**Field Experience:** Israel

**Selected Publications:** "Regulation of 'Religion' and the 'Religious': The Politics of Judicialization and Bureaucratization in India and Indonesia", with Mirjam Künkler, *Comparative Studies in Society and History*, 56(2), 2014.

*Human Rights under State-Enforced Religious Family Laws in Israel, Egypt, and India*, Cambridge University Press, Cambridge, 2013.

"The Promise and Pitfalls of Women Challenging Muslim Family Laws in India and Israel" in *Sexuality in Muslim Contexts: Restrictions and Resistance*, Anissa Helie & Homa Hoodfar, eds., Zed Books, London, 2012.

"The Role of Alternative Legalities in Bringing about Socio-Legal Change in Religious Systems," in *Journal of Comparative Law*, 5(2), pp. 245-259, 2010.

"How to Integrate Human Rights Principles into Religious and Customary Legal Systems?" in *Journal of Legal Pluralism*, 60, pp.5-40, 2010.

**South Asia Teaching and Research: 20%**

**UPHOFF, NORMAN****CORNELL**

Professor (Emeritus) of Government; Director, Cornell International Institute for Food, Agriculture and Development, tenured, appointed as educator, 1970, Director, 1990.

**Education:** University of Minnesota B.A. 1963, Princeton University M.P.A. 1966, UCLA Berkeley Ph.D. 1970

**Distinctions:** U.S. Social Science Research Council, research fellowship for Agrarian Research and Training Institute, Colombo, Sri Lanka, 1978-1979; American Institute of Indian Studies, research fellowship, 1986-1987, declined; Founder's Prize, Society for the Advancement of Socio-Economics (SASE), for best paper at its 6th international meetings, Paris, 1994; Distinguished Achievement Award, University of Minnesota, 2002; Lifetime Achievement Award, from Farmer-Managed Irrigation Systems Trust, Kathmandu, 2002; Reviewers Award, International Society for Paddy and Water Environment Engineering, Taipei, 2011

**Languages:** German (4), Sinhala (1)

**Research and Teaching Specializations:** Rural development, soil health, sustainable agriculture, sustainable development

**Field Experience:** Nepal, Sri Lanka, India, Bangladesh

**Contribution to the Study of South Asia:**

—Professor Uphoff is a past director of the South Asia Program.

—**Courses Integrating South Asian Material:** GOVT 6927 (also INTAG 6030) Planning and Management of Agricultural and Rural Development

**Selected Publications:** "The System Of Crop Intensification: Reports from The Field on Improving Agricultural Production, Food Security, And Resilience to Climate Change for Multiple Crops", with B. Abraham, H. Araya, T. Berhe, S. Edwards, B. Gujja, R.B. Khadka, Y. S. Koma, D. Sen, A. Sharif, E. Styger, and A. Verma, in *Agriculture & Food Security*, 3:4, 2014.

"Alternative Paths to Food Security", in *Oxford Handbook on Food, Politics and Society*, ed. R. J. Herring, Oxford University Press, UK, 2014.

"Meta-analysis Evaluating Water Use, Water Saving, and Water Productivity In Irrigated Production of Rice with SRI Vs. Standard Management Methods", with P. Jagannath and H. Pullabhotla, in *Taiwan Water Conservancy*, 61:4, 14-49, 2013.

"Report on the World-Record SRI Yields in Kharif Season 2011 in Nalanda District, Bihar State, India", with M.C. Diwakar, A. Kumar and A. Verma, in *Agriculture Today*, Delhi, June, pp. 52-54, 2012.

"A Possible Next Chapter in the History of Rice Development of India: Enhancing Rice Production through Changes in the Management of the Crop Growing Environment", with Amod K. Thakur, in *100 Years of Rice Science and Looking Beyond, Proceedings of International Symposium at Tamil Nadu Agricultural University, Jan. 9-12, 2012*, eds. S. R. Shree Rangaswamy et al., pp. 356-367, Tamil Nadu Agricultural University, Coimbatore, 2012.

**Theses Supervised in Past 5 Years:** 10 M.A., 1 Ph.D.

**South Asia Teaching and Research: 25%**

## PUBLIC ADMINISTRATION/INTERNATIONAL RELATIONS

### **JAS GUPTA, BEJOY**

**SYRACUSE**

Adjunct Professor, Maxwell School's Washington Program, appointed 2009

**Education:** London School of Economics B.S. 1983; Christ Church, University of Oxford M.Phil., 1985; Ph.D. 1991

**Distinctions:** Asia Prize, The AMEX Bank Review Awards in International Economics and Finance, 1988

**Languages:** Bengali (5)

**Research and Teaching Specializations:** Macroeconomic policy, capital flows and the financial sector

**Contributions to the Study of South Asia:**

—**Courses Integrating South Asia Material:** PAI 715 Issues in Global Economic and Financial Security

**Selected Publications:** "India Seeking to Bolster Macro Fundamentals," with Nishad Majumdar & Payne Simpson, IIF Research Note, 2014.

*Economic Reports on India, Indonesia, Thailand and Malaysia*, The Institute of International Finance, Washington DC, 1993-2009.

"The Determinants of Indonesia's Non-Oil Export," *Indonesia Deregulation Conference Proceedings*, The World Bank, Jakarta, 2002.

**South Asia Teaching and Research: 40%**

### **HUSSAIN, TOUQIR**

**SYRACUSE**

Adjunct Professor, Maxwell School's Washington Program, appointed 2009

**Education:** Punjab University, Lahore M.A. 1964

**Distinctions:** Pakistan's Ambassador to Brazil, 1990-1993; Pakistan's Ambassador to Spain, 1993-1995; Diplomatic Adviser to the Prime Minister of Pakistan on Foreign Policy and Defense, 1996-1998; Pakistan's Ambassador to Japan, 1998-2003

**Languages:** Urdu (5)

**Research and Teaching Specializations:** South Asia and Asia Pacific and U.S. Foreign Policy, Democratization, Civil-Military Relations, Terrorism/Religious Extremism, Islam and the West, Negotiation and Peace Talks

**Field Experience:** Pakistan, Brazil, Spain, Japan, U.S.

**Contributions to the Study of South Asia:**

—**Area Studies Courses Taught:** PAI 715: Geopolitics of South Asia

**Selected Publications:** *U.S. - Pakistan Engagement: The War on Terrorism and Beyond*, United States Institute of Peace Publications, 2005.

"Kashmir Dispute", in *Perspectives from the Front Lines: An Anthology of International Views and Voices on Ethno-Political Conflicts*, Prentice Hall, New York, 2008.

"US Relations with Pakistan: The Need for a Strategic Shift" Middle East Institute, Washington Policy Brief, 2008.

"The War on Terrorism: What Went Wrong?" in *Asian Journal of Public Affairs*, Singapore National University, 1(2), 2007.

"Post 1979 Pakistan: what went wrong?" in *Islamization of Pakistan 1979-2009*, Middle East Institute Washington D.C., 2009.

**South Asia Teaching and Research: 100%**

**SCHROEDER, LARRY****SYRACUSE**

Distinguished Professor Emeritus, Public Administration, tenured, appointed 1998

**Education:** Central College, Iowa B.A. 1965; Northern Illinois University M.A. 1967; UW Madison Ph.D. 1971**Academic Experience:** Department of Economics, Georgia State University 1970-1977; The Metropolitan Studies Program, Syracuse University, 1977-1994**Distinctions:** Appointed to the International Education Committee, National Association of Schools of Public Affairs and Administration, 1996; Director of Studies in Development and Social Transformation, Maxwell School, Syracuse University, 2001-present**Research and Teaching Specializations:** Local government finance, tax analysis, financial management in developing countries**Field Experience:** Bangladesh, Nepal, Indonesia, Tanzania, Malaysia, Viet Nam, Albania, Romania, Philippines, East Timor**Contributions to the Study of South Asia:**

—Runs the IIM-Bangalore fellows exchange program, which brings 25 Indian government employees Syracuse for 7 weeks every fall semester.

—Instrumental in other Executive Education programs with Indian groups (i.e., the Indian Forest Service, the Indian Revenue Service, etc.)

**Recent Publications:** “Budgeting in Vietnam: Decentralized Decision Making in a Unitary Budget Environment,” with Phuong Nguyen-Hoang, in *Comparative Budgeting: A Global Perspective*, C. E. Menifield, ed., Jones & Bartlett Learning, Sudbury MA, 2011.“An Analysis of Quasi-Decentralized Budgeting in Vietnam,” with Phuong Nguyen-Hoang, in *International Journal of Public Administration*, 33 (12): 698-709, 2010.“Measuring Decentralization,” (with Kent Eaton) in *Making Decentralization Work: Democracy, Development, and Security*, E. Connerley, K. Eaton, & P. Smoke, eds., Lynne Rienner Publishers, Boulder, 2010.“Tax Instruments for Environmental Management in Tourist Destinations,” with Shyam Nath, in *Saving Small Island Developing States: Environmental and Natural Resource Challenges*, S. Nath, J. L. Roberts & Y. N. Madhoo, eds., Commonwealth Secretariat, London, 2010.“Unconditional Intergovernmental Transfers to Finance Decentralization in Albania.” *Public Budgeting and Finance*, 27 (2). Summer 2007.“Forecasting Local Revenues and Expenditures,” in *Local Budgeting*, A. Shah, ed., The World Bank, Washington, DC. 2007.“A Counterfactual Analysis of Fiscal Decentralization in Small Countries: The Case of Mauritius,” with Shyam Nath, in *Public Finance and Management*, 7 (2), 2007.**South Asia Teaching and Research: 40%****PUBLIC HEALTH****PARROT, ANDREA****CORNELL**

Professor, Department of Policy Analysis and Management, tenured, appointed, 1981.

**Education:** SUNY Plattsburgh B.A. 1975, SUNY Albany M.S. 1977, Cornell University Ph.D. 1981**Academic Experience:** Upstate Medical University, Currently Director of the Clinical Campus Program in Human Sexuality, 1984 – present:**Distinctions:** Cook Award presented by the Advisory Committee on the Status of Women, Cornell University, 1994; NI Richard Cross Award for Significant Contributions to Public Sexuality Education (Robert Wood Johnson Medical School), 2000; Sex, Gender and Violence program travel/research award through the Cornell Law School, 2002; International Women’s Day Award for Significant Contributions to International Women at Cornell 2001, 2002, 2003, 2005, 2009, 2011**Languages:** Spanish (2)**Research and Teaching Specializations:** Global violence against women, women’s human rights, women’s health, human sexuality**Field Experience:** India, Afghanistan, Kyrgyzstan, Asia, Egypt, South Africa, Croatia**Contribution to the Study of South Asia:**

—Professor Parrot is participating actively in the TACO-AN project.

—**Course Integrating South Asian Material:** PAM 4440 (also FGSS 4480) Global Violence Against Women**Selected Publications:** “Sexual Slavery against Girls and Women Worldwide”, ed. Angela Browne-Miller in *Violence and Abuse in Society*, Vol. 3, pp. 271-287, Oxford: Praeger, 2012.“Human Rights and the Health Status of Girls and Young Women in Afghanistan under the new Democracy: Forced and Child Marriages”, ed. Barbara Wejnert, in the special issue of *Research in Political Sociology on Democracies: Challenges to Societal Health*, volume 19, pp. 11 – 25, 2011.*Sexual Slavery of Girls and Women Worldwide*, with N. Cummings, Praeger, Westport CT, 2008.**Theses Supervised in Past 5 Years:** 2 M.A.’s related to S.A.**South Asia Teaching and Research: 25%**

## RELIGIOUS STUDIES

### ABEL MEGUID, AHMED

SYRACUSE

Assistant Professor, Department of Religion, tenure-track, appointed 2012

**Education:** The American University in Cairo B.A. 2002; Emory University M.A. 2007; Ph.D. 2011

**Distinctions:** Freie Universität in Berlin Distinguished Graduate Exchange Fellowship, 2.008-2009; Emory University Philosophy Department Beck International Research Fellowship, Fall 2008

**Languages:** Arabic (5), German (4), Greek (3)

—**Research and Teaching Specializations:** Islamic thought, philosophy and theology; late 18th, 19th, and early 20th century German philosophy

**Field Experience:** Egypt, Germany

**Contributions to the Study of South Asia:**

**Area Studies Courses Taught:** REL 165 Discovering Islam (also SAS 165)

**Selected Publications:** "Political realism in the Naturalistic-Psychological roots of Averroës' Critique of Plato's theory of political constitutions in the Republic," in *Matter and Form from Natural Science to Political Philosophy*, Ann Ward, ed., Lexington Press, Lanham, 2009.

"al-Messiri wa Ishkalyat al-Hadatha" [al-Messiri and the Problematic of Modernity] in *A Tribute to Abdel Wahab al-Messiri* (Ta'amulat fi Alam Abdel Wahab al-Messiri) (In Arabic), Dar El-Shourouk Publishing Company, Cairo, 2004.

**South Asia Teaching and Research:** 10%

### BLACKBURN, ANNE M.

CORNELL

Professor, Asian Studies, appointed July 2002, tenured July 2004; Director, South Asia Program appointed July 1, 2013

**Education:** Swarthmore College B.A. 1988; University of Chicago M.A. 1990, Ph.D. 1996

**Academic Experience:** Assistant Professor Department of Religious Studies, University of South Carolina, 1996-1999; Senior Fellow, Center for the Study of World Religions, Harvard University, 1998; Assistant Professor and Director of Graduate Studies Department of Religious Studies, University of South Carolina, 1999-2001; Associate Professor Department of Religious Studies, University of South Carolina, 2002; Visiting Scholar, Wolfson College, Cambridge University, 2002; Yehan Numata Visiting Associate Professor of Buddhist Studies, Harvard University Divinity School, 2005

**Distinctions:** NEH Fellowship, 2000 (for 2001-2002); ACLS Fellowship, 2001 (for 2001-2002); Cornell Society for the Humanities Research Grant, 2003; Cornell Society for the Humanities Research Grant, 2003; Fellow, Cornell Society for the Humanities, 2004; Einaudi Center for International Studies (Cornell) Seed Grant, 2006, Senior Research Fellow, National University of Singapore, 2011, Visiting Research Professor, National University of Singapore, 2012

**Languages:** Sinhala (4), Sanskrit (2), French (3), Pali (4), Dutch (3), German (2), Burmese (1)

**Research and Teaching Specializations:** South and Southeast Asian studies and Buddhist studies, with a focus on Sri Lanka

**Field Experience:** Sri Lanka, Singapore, Burma

**Contribution to the Study of South Asia:**

—**Area Studies Courses Taught:** ASIAN 2215 Introduction to South Asia, ASIAN 3309 (also RELST 3309) Temple in the World: Buddhism in Contemporary South and Southeast Asia, ASIAN 4438/6638 (also RELST 6638), PALI 1151 Accelerated Elementary Pali, PALI 4450 Readings in Pali,

—**Courses Integrating South Asian Materials:** ASIAN 4417: Themes and Problems in Asian Studies, ASIAN 3309 (also RELST 3309) Temple in the World: Buddhism in Contemporary South & Southeast Asia, ASIAN 4438 (also RELST 6638) Monks, Texts and Relics: Transnational Buddhism in Asia, ASIAN 4462/6662 (also RELST 4462) Religion, Colonialism, and Nationalism in South and Southeast Asia

**Selected Publications:** "Sīhaḷa Saṅgha and Laṅkā in Later Premodern Southeast Asia," in *Buddhist Dynamics in Premodern Southeast Asia* (working title), ed. D. Christian Lammerts, Institute for Southeast Asian Studies, in press.

"The Sphere of the Sāsana in the Context of Colonialism," in *Buddhism Across Asia: Networks of Material, Intellectual, and Cultural Exchange* (working title), ed. Tansen Sen, Institute for Southeast Asian Studies, 2014.

"Ceylonese Buddhism in Colonial Singapore: New Ritual Spaces & Specialists, 1895-1935," *ARI Working Papers Series*, Asia Research Institute, National University of Singapore, 2012.

*Locations of Buddhism: Colonialism and Modernity in Sri Lanka* (working title), University of Chicago Press, 2010.

*Approaching the Dhamma: Buddhist Texts and Practices in South and Southeast Asia*, ed. with Jeffrey Samuels, BPS Pariyatti Editions, 2003.

**Theses Supervised in Past 5 Years:** Ph.D. 14 (2 Chaired)

**South Asia Teaching and Research:** 75%

**BOUCHER, DANIEL****CORNELL**

Associate Professor, Department of Asian Studies, tenured, appointed 1998

**Education:** Indiana University at Bloomington B.A. 1986, M.A. 1989; University of Pennsylvania Ph.D. 1996**Academic Experience:** Associate Instructor, Indiana University, Dept. of Religious Studies, 1996; Assistant Professor, Franklin and Marshall College, Dept. of Religious Studies, 1996-1998**Distinctions:** Japan Travel Grant, East Asia Program, Cornell University, 2000; American Council of Learned Societies Fellowship, 2002**Languages:** Sanskrit (3), Buddhist Middle-Indo-Aryan (Buddhist Hybrid Sanskrit, Pali, Gandhari, epigraphical Prakrit), Pali (2), Prakrit (3), Classical Chinese (3), Tibetan (2), French (3), Japanese (3)**Research and Teaching Specializations:** Buddhist studies, particularly the early development of the cluster of Indian Buddhist movements called the Mahayana and their transmission to China in the first few centuries of the Common Era.**Field Experience:** Japan**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** Asian 1127 (also FWS1110) Monks, Mystics and Other Madmen, ASIAN 2299 (also RELST 2299) Buddhism, ASIAN 3310 (also RELST 3310) Heavens, Hells, and Purgatory, ASIAN 3354/6654 (also RELST 3354/6654) Indian Buddhism, ASIAN 4441 (also RELST 4441) Mahayana Buddhism, ASIAN 4455 Gendering Enlightenment—**Courses Integrating South Asian Materials:** ASIAN 2250 (also RELST 2250) Intro to Asian Religions;**Selected Publications:** "What is a 'Hīnayāna Zealot' Doing in Fifth-Century China?" in volume edited by Tansen Singh, forthcoming from Institute of Southeast Asian Studies, Singapore, 141-155."The Rise of the Mahāyāna," in *Blackwell Companion to South and Southeast Asian Buddhism*, forthcoming in volume edited by Michael Zimmermann (U.K.)."Is There an Early Gandhāran Source for the Avalokiteśvara Cult?" *Journal asiatique* 296.2: pp. 297-330, 2008.*Bodhisattvas of the Forest and the Formation of the Mahāyāna: A Study and Translation of the Rastrapalapariṣccha-sūtra*, Honolulu: University of Hawai'i Press, 2008."On *Hu* and *Fan* Again: the Transmission of 'Barbarian' Manuscripts to China," in *The Journal of the International Association of Buddhist Studies* 23.1, pp. 7-28, 2000..**Theses Supervised in Past 5 Years:** 1**South Asia Teaching and Research:** 60%**FISHER, GARETH****SYRACUSE**

Assistant Professor, Department of Religion, tenure-track, appointed 2008

**Education:** Grinnell College B.A. 1994; Columbia University; M.A. 1995; University of Virginia Ph.D. 2006**Academic Experience:** Postdoctoral Associate, Yale University, 2006-07; Department of Sociology and Anthropology, University of Richmond, 2007-08**Languages:** Mandarin Chinese (5), French (3)**Research and Teaching Specialization:** Lay Buddhism in contemporary mainland China, conversion to Buddhism; popular Buddhist literature**Field Experience:** China**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** REL 101 Religions of the World, REL 186 Buddhism (also SAS 186), REL 300 Women and Gender in Buddhism (also ANT 300/SAS 300)**Selected Publications:** 2012. "Religion as Repertoire: Resourcing the Past in a Beijing Buddhist Temple," in *Modern China*, 38(3): 346-76, 2012."Buddhism in China and Taiwan," in *Buddhism in the Modern World*, David L. McMahan, ed, Routledge Press, New York, 2012."In the Footsteps of the Tourists: Buddhist Revival at Museum-Temple Sites in Beijing," in *Social Compass*, 58(4): 511-24, 2011."Morality Texts and the Re-Growth of Lay Buddhism in China," in *Religion in Contemporary China: Tradition and Innovation*, Adam Yuet Chau, ed., Routledge Press, New York, 2011."Fieldwork on East Asian Buddhism: Toward A Person-Centered Approach," in *Fieldwork in Religion*, 5(2): 236-50, 2010."The Spiritual Land Rush: Merit and Morality in New Chinese Buddhist Temple Construction," in *The Journal of Asian Studies* 67(1), 2008."Resistance and Salvation in Falun Gong: the Promise and Peril of Forbearance," in *Nova Religio*, 6(2), 2003.**South Asia Teaching and Research:** 20%



**GOLD, ANN GRODZINS****SYRACUSE**

Professor, Department of Religion, tenured, appointed 1993; Courtesy Professor, South Asia Program Cornell University, 1991

**Education:** University of Chicago B.A. 1975, M.A. 1978, Ph.D. 1984**Academic Experience:** Department of Asian Studies, Cornell University, 1988-1989; Departments of Anthropology and Asian Studies, Cornell University, 1985-1986; Department of Sociology and Anthropology, Colgate University, 1990-1991**Distinctions:** Spencer Foundation Major Grant award, 1996-1997; National Endowment for the Humanities Fellowship for University Teachers, 1997-1998; American Institute of Indian Studies Senior Research Fellowship, 2002; Chancellor's Citation for Exceptional Academic Achievement, Syracuse University, 2004; Ananda Kentish Coomaraswamy Book Prize from the Association for Asian Studies, 2004**Languages:** Hindi (5)**Research and Teaching Specialization:** Rural / Urban interface; religious pluralism; oral traditions, ecology**Field Experience:** India**Contributions to the Study of South Asia:**

—Director, South Asia Center, 2005-2008

—**Area Studies Courses Taught:** REL 185 Hinduism (also SAS 185), REL 283 India's Religious Worlds (also SAS 283)—**Courses Integrating South Asia Material:** REL 324 Religions and Storytelling (also SAS 300), REL 689 Memory, Culture, Religion**Recent Publications:** "Tasteless Profits and Vexed Moralities: Assessments of the Present in Rural Rajasthan," in *Journal of the Royal Anthropological Institute*, 15(2), pp. 365-385, 2009."Deep Beauty: Rajasthani Goddesses above and below the Surface," in *International Journal of Hindu Studies*, 12(2), pp. 153-179, 2008."Blindness and Sight: Moral Vision in Rajasthani Narratives," in *Speaking Truth to Power: Religion, Caste and the Subaltern Question in India*, M. Bhagavan & A. Feldhaus, eds, Oxford University Press, Oxford, 2008.*Women's Renunciation in South Asia: Nuns, Yoginis, Saints, and Singers*, co-edited with Meena Khandelwal and Sondra L. Hausner, Palgrave Macmillan, New York, 2006 (South Asian Edition: Zubaan, New Delhi, 2007)*In the Time of Trees and Sorrows: Nature, Power, and Memory in Rajasthan*, with Bhoju Ram Gujar, Duke University Press, Durham, N.C., 2002 (South Asian Edition: Oxford University Press, New Delhi, 2002).*Fruitful Journeys: The Ways of Rajasthani Pilgrims* (reissued in *Religious Traditions of the World* series), Waveland Press, Prospect Heights, I.L., 2000.*Listen to the Heron's Words: Reimagining Gender and Kinship in North India*, with Gloria Goodwin Raheja, University of California Press, Berkeley, 1994 (South Asian Edition: Oxford University Press, New Delhi, 1996).**Theses Supervised in Past 5 Years:** 3 Ph.D.**South Asia Teaching and Research:** 75%**GOLD, DANIEL****CORNELL**

Professor of South Asian Religions, Acting Department Chairperson, Department of Asian Studies, tenured, appointed 1986

**Education:** UC, Berkeley B.A. 1968; University of Chicago Divinity School M.A. 1976, Ph.D. 1982**Academic Experience:** Vassar College, Religion, Spring 1983; University of Chicago, Committee on South Asia, 1983-4; Oberlin College, Religion, 1984-85; Stanford University, Religion, 1985-86**Distinctions:** Senior Fellowship, American Institute of Indian Studies, 2005; Research Fellow, Society for the Humanities, Cornell University, 2003-2004**Languages:** Hindi (4), Urdu (3), Sanskrit (3), Rajasthani (2), French (3), German (3), Russian (3)**Research and Teaching Specializations:** Hindi devotional poetry; Contemporary South Asian Religions**Field Experience:** India, Sri Lanka, Nepal**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** ASIAN 2277 (also RELST 2277) Meditation in Indian Culture, ASIAN 3347/6647 (also RELST 3347) Tantric Traditions, ASIAN 3348/6648 (also RELST 3348) Indian Devotional Poetry, ASIAN 3351 (also RELST 3351) Religious Traditions of India, ASIAN 4460 (also RELST 4460) Indian Meditation Texts, ASIAN 4436 (also VISST 4436) Topics in Indian Film**Selected Publications:** *Provincial Hinduism: Religion and Community in Gwalior City*, New York: Oxford University Press, forthcoming."Sufis and Movie Stars: Charismatic Muslims for Middle Class Hindus," in *Lines in Water: Religious Boundaries in South Asia*, ed. Tazim Kassam and Eliza Kent. Syracuse: Syracuse University Press, forthcoming 2013."BABA Jaigurudev in the Qasba: the Popularization of a Modern Religion" *International Journal of Hindu Studies*, August 2013"Continuities as Gurus Change" in *The Guru in South Asia: New Interdisciplinary Perspectives*, eds. Jacob Copeman, and Aya Ikegame, London and New York: Routledge, pp. 243-254, 2012."Yogic Language in Village Performance: Hymns of the Householder Nāths," in *Yoga in Practice*, ed. David Gordon White, pp. 289-306; with Ann Grodzins Gold, Princeton, N.J.: Princeton University Press, 2012.**Theses supervised in past 5 years:** 3 M.A., 5 Ph.D.**South Asia teaching and research:** 100%

**KASSAM, TAZIM**

SYRACUSE

Associate Professor, Department of Religion, tenured, appointed 2000

**Education:** McGill University B.A. 1984, Ph.D. 1993**Academic Experience:** Islamic Studies and Religion, Middlebury College, 1991-1997; Islam and South Asian Religions, Colorado College, 1997-2000**Distinctions:** Visiting Fellow, Institute of Ismaili Studies, 2002; Editor, Spotlight on Teaching, American Academy of Religion, 2002; Mellon Humanities Corridor Foundation Grant, 2007-2009; Judith Greenberg Seinfeld Distinguished Faculty Fellow, Syracuse University, 2011**Languages:** Hindi-Urdu (5), Gujarati (5), French (5), Arabic (4), Persian (4), Sanskrit (4)**Research and Teaching Specializations:** History of Religions, Islam in South Asia, Shia Islam, Gender in Islam, Ritual Performance, Bhakti and Ismaili Devotional Literature**Field Experience:** India, Kenya, Canada, U.K.**Contributions to the Study of South Asia:**—**Area Studies Courses Taught:** REL 300: Religion and Ritual in South Asian Religions (also SAS 300)—**Courses Integrating South Asia Material:** REL 165 Discovering Islam (also SAS 165), REL 367 God and Beauty in Islam (also SAS 367), REL 465 Gender Politics in Islam (also SAS 465), REL 628 Religion and Ritual Performance in Islam**Selected Publications:** *Lines in Water: Religious Boundaries in South Asia*, with Eliza Kent, Syracuse University Press, Syracuse NY 2013.*Ginans: Text and Contexts: Essays on Ismaili Hymns from South Asia in Honor of Zawahir Moir*, with Francoise Mallison, Matrix, New Delhi, 2008.“Reframing Ginanic Studies: Thoughts on Multiple Positions and Interpretive Tropes,” in *Ginans: Texts and Contexts: Essays on Ismaili Hymns from South Asia in Honor of Zawahir Moir*, Tazim Kassam and Francoise Mallison, eds., Matrix, New Delhi, pp. 1-20, 2008.“The Aga Khan Development Network: An Ethic of Sustainable Development and Social Conscience,” in *Islam and Ecology: A Bestowed Trust*, Richard Fold, Fredrick Denny and Azizan Baharrudin, eds., Harvard University Press, Cambridge, M.A., pp. 477-496, 2003.*Songs of Wisdom and Circles of Dance: Hymns of the Satpanth Ismaili Saint, Pir Shams*, State University of New York Press, New York, 1995.

South Asia Teaching and Research: 60%

**WAGHORNE, JOANNE PUNZO**

SYRACUSE

Professor, Department of Religion, tenured, appointed 2002

**Education:** Wilson College B.A. 1967; University of Chicago M.A 1970, Ph.D. 1976**Academic Experience:** Study of Religion Program University of Massachusetts/Boston, 1975-83; Department of Religion, Bowdoin College, 1983-85; Department of Religious Studies, University of North Carolina, Chapel Hill 1987-2002;**Distinctions:** Fulbright-Hays Faculty Research Abroad Fellow, 2007-2008; American Institute of Indian Studies short-term fellowship, January 2009**Languages:** Tamil (4)**Research and Teaching Specializations:** Global Hinduism, new religious movements**Field Experience:** India; U.K.; Singapore**Contributions to the Study of South Asia:**—**Area Studies Courses:** REL486 Global Hinduism (also REL 686)—**Courses Integrating South Asia Material:** REL 101 Religions of the World, REL 227 God/s: A Cross-Cultural Gallery, REL 621 Teaching World Religions; REL 627 Globalization of Religion**Selected Publications:** “Engineering an Artful Practice: On Jaggi Vasudev's Isha Yoga and Sri Sri Ravishankar's Art of Living,” in *Gurus of Modern Yoga*, Ellen Goldberg & Mark Singleton, eds., Oxford University Press, New York, 2013.“Beyond Pluralism: Global Gurus and the Third Stream of American Religiosity,” in *Religious Pluralism in Modern America*, Charles L. Cohen & Ronald L. Numbers, eds., Oxford University Press, New York, 2013.“A Birthday Party for a Sacred Text: The Gita Jayanti and the Embodiment of God as the Book and the Book as God,” in *Postscripts*, 6.1-3: 225-242, 2010.“Global Gurus and the Third Stream of American Religiosity,” in *Public Hinduism*, Vinal Lal, ed., Oxford University Press, New Delhi, 2009.“Global Gurus in Motion: Challenges for the Academic Study of Religion,” *Religion and Culture*, 15, pp. 39-55; 57-72, Seoul National University, 2008.“Spaces for a New Public Presence: The Sri Siva-Vishnu and Murugan Temples in Metropolitan Washington DC,” in *America Sanctuary: Understanding Sacred Spaces*, Louis P. Nelson, ed., Indiana University Press, Bloomington, IN, 2006.*The Diaspora of the Gods: Modern Hindu Temples and Their Urban Middle-Class Patrons*, Oxford University Press, Oxford, 2004.*The Raja's Magic Clothes: Re-visioning Kingship and Divinity in England's India*, Penn State Press, 1994.**Theses Supervised in the Past 5 Years:** 1 PhD

South Asian Teaching and Research: 50%

**BASU, ALAKA M.**

**CORNELL**

Professor of Demography, Department of Development Sociology, appointed September, 2002

**Education:** University of Bombay B.S. 1971; University College, University of London M.S. 1973; Centre for Population Studies, London School of Hygiene and Tropical Medicine, University of London M.S. 1975; Bombay College of Journalism, Bombay University, post-graduate diploma in Journalism 1972

**Academic Experience:** Sophia College, Department of Microbiology, University of Bombay 1975-76; Institute of Economic growth, Delhi 1989-94; Population Research Center National Research Council, National Academy of Sciences, Washington D.C. 1989-99; Harvard University, Harvard School of Public Health, Department of Population and International Health 2001-02 & Fall 2004

**Distinctions:** Governing Council, International Union for the Scientific Study of Population (IUSSP), 1998-2001; 2002-2005; Board of Directors, Population Association of America (PAA), 2004-2007; Member, Board of Trustees, Population Council, New York, since July, 1998 to July 2008; Member, Selection Committee for the American Sociological Association's Otis Dudley Duncan Award for Outstanding Scholarship in Social Demography, 2005-2007; Member, Editorial Board, Asian Population Studies, since 2004

**Languages:** English (4), Hindi (4), Marathi (4), Bengali (4)

**Research and Teaching Specializations:** Population studies, reproductive health and family planning, gender and development, child health and mortality, culture and demographic behavior

**Field Experience:** India, Bangladesh

**Contribution to the Study of South Asia:**

—**Courses Integrating South Asian Materials:** DSOC4100 Health and Survival Inequalities, DSOC4210 Theories of Reproduction

**Selected Publications:** "The demographic dividend revisited: The mismatch between age Based and economic activity Based dependency ratios", in *Economic and Political Weekly*, vol. XLVI, no. 24, Sept. 2011.

"Mass schooling, empowerment, and demographic and economic outcomes: a note of dissent", *Vienna Yearbook of Population Research*, vol. 8, pp. 25-29. 2010.

"Over-demonizing the international population movement", *Population Studies*, vol. 63, no. 2, pp. 187-193, July 2009.

"Pedagogy: Reproductive Health as an Academic Field", in M. J. Roseman and L. Reichenbach, *Critical Reflections on Global Reproductive Health and Rights*, University of Pennsylvania Press, 2008.

"Situating Reproductive Health Within the Academy", in L. Reichenbach and M. J. Roseman (edited), *Reproductive Health and Human Rights: The Way Forward*, Philadelphia, University of Pennsylvania Press, pp. 182-195, July 2009

**Theses Supervised in Past 5 Years:** 1 Ph.D., 3 M.A.

**South Asia Teaching and Research:** 25 – 30%

**FELDMAN, SHELLEY**

**CORNELL**

Professor, Department of Development Sociology, tenured, appointed 1987; Director of Feminine, Gender, and Sexuality Studies, appointed 2007

**Education:** Queens College City University of New York B.A. 1970; Higher Adult and Technical Education, University of Connecticut M.A. 1972, Sociology M.A. 1974, Ph.D. 1982

**Professional Experience:** Socioeconomic Survey Analyst, Food & Agricultural Organization (FAO), Bangladesh, 1982-84.

**Distinctions:** Research Fellow, International Food Policy Research Institute, Washington, D.C., 2002-04; A.D. White Fellow, Society for the Humanities, Cornell University, 2003-2004; Mario Einaudi Center, Faculty Grant, Cornell University, 2007; College of Agriculture and Life Sciences. Faculty Award. Science and Public Policy, 2008; American Institute of Bangladesh Studies President, 2008-2012

**Languages:** Bengali (2)

**Research and Teaching Specializations:** Gender and Sexuality Studies, State, Economy and Society, Agrarian Relations, International Global Change, Moral Regulation, Displacement, Militarization

**Field Experience:** Bangladesh (1977-84), India, Philippines, Indonesia, Tanzania

**Contribution to the Study of South Asia:**

—Professor Feldman is past president of the American Institute of Bangladesh Studies and past director of the South Asia Program. She is currently on the South Asia Council of the Association of Asian Studies and an Executive Member of the American Institute of Bangladesh Studies and the American Institute of Pakistan Studies.

—**Courses Integrating South Asian Materials:** D SOC 645 Rural Economy and Society, D SOC 694 Feminist Epistemology and Feminist Methods, D SOC 7250 Theories of State, D SOC 425 Gender and Social Transformation, D SOC 3700 Comparative Issues in Social Inequality, D SOC 8720 Directed Readings

**Selected Publications:** "Community-Making in Times of Displacement: The Place of Marriage and Religious Identification among Young Muslim Men and Women", in *Culture and Religion*, 2012.

"Land Expropriation and Displacement In Bangladesh", with Charles Geisler in *Journal Of Peasant Studies*, Vol. 39, Issue 3-4, 2012.

"The Politics of International Assessments: The IAASTD Process, Reception, and Significance", with Stephen Biggs, in *Journal Of Agrarian Change*, 12, 1: 144-169, 2012.

*Accumulating Insecurity, Violence and Dispossession in The Making of Everyday Life*, with Charles Geisler and Gayatri Menon, University of Georgia Press, Athens, 2011.

Shame and Honour: The Violence of Gendered Norms Under Conditions of Global Crisis, *Women's Studies International Forum*, Vol. 2, Issue 4, 2010.

**Theses Supervised in Past 5 Years:** 6 M.S., 5 Ph.D.

**South Asia Teaching and Research:** 50%

**KURIEN, PREMA****SYRACUSE**

Associate Professor, Department of Sociology, tenured, appointed 2003

**Education:** Women's Christian College Chennai B.A. 1983; Delhi School of Economics, University of Delhi M.A.1985; Brown University M.A. 1989; Ph.D. 1993**Academic Experience:** Department of Sociology and Anthropology, Knox College. 1992-1994; Department of Sociology, University of Southern California, 1995-2003**Distinctions:** Senior Short-Term Fellowship, American Institute of Indian Studies, 2005-2006; Carnegie Corporation Research grant for "Indian American Civic and Political Activism: A Different Model of Ethnic Politics?"; National Science Foundation grant for "The Incorporation of Minorities in Canada and the United States," 2013-2014**Languages:** Tamil (4), Malayalam (4)**Research and Teaching Specializations:** Hinduism in the U.S., Indian Americans in the American public sphere**Field Experience:** India, Canada, U.S**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** SOC 301 Contemporary Asian Americans (also SAS 301)**Selected Publications:** "Hinduism in North America," in *Hinduism in the Modern World*, Brian Hatcher, ed., Routledge, New York, 2014."Religion, Social Incorporation, and Civic Engagement: Second-Generation Indian American Christians," in *Review of Religious Research*, 55(1):81-104, 2013."What is American about American Hinduism? Hindu Umbrella Organizations in the U.S. in Comparative Perspective," in *Public Hinduism*, John Zavos, Pralay Kanungo, Deepa Reddy, Maya Warrier, & Raymond Brady Williams, eds., Sage Publications, 2012.*A Place at the Table: Multiculturalism and the Development of an American Hinduism*, Rutgers University Press, Princeton, NJ, 2007."Who Speaks for Indian Americans? Religion, Ethnicity and Political Formation, reprinted in *Religion and Politics in the Contemporary United States*. R. Marie Griffith and Melanie McAlister, eds., Johns Hopkins University Press, Baltimore, pp. 233-257, 2008.*Kaleidoscopic Ethnicity: International Migration and the Reconstruction of Community Identities in India*, Rutgers University Press, Princeton, N.J., 2002 (South Asian Edition: Oxford University Press, New Delhi, 2004).**Theses Supervised in the Past 5 Years:** 1 Ph.D.**South Asia Teaching and Research:** 40%**SANYAL, PAROMITA****CORNELL**

Assistant Professor and PARK Sesquicentennial Fellow, appointed 2011

**Education:** Calcutta University, B.A. 1997, Jawaharlal Nehru University, M.A. 1999, Harvard University Ph.D. 2008.**Languages:** English 4, Bengali 4, Hindi 3**Research and Teaching Specializations:** Economic sociology, gender, poverty and inequality**Field Experience:** India**Contribution to the Study of South Asia:**—**Courses Integrating South Asian Materials:** SOC 6380 Culture in Economic Sociology, SOC 6580 Gender in Global Capitalist Production, SOC 2230 Culture in Markets and Economies, SOC 4350 Gender, Work and Family, Gender and Social Policy**Selected Publications:** "Dignity through Discourse: Poverty and the Culture of Deliberation in Indian Village Democracies", with V. Rao, in *The Annals of the AAPSS* 629, pp. 146-172, 2010."From Credit to Collective Action: The Role of Microfinance in Promoting Women's Social Capital and Normative Influence", in *American Sociological Review* 74(4): 529-550, 2009."Capacity Building through Partnerships: Intermediary Nongovernmental Organizations as Local and Global Actors". In *Non-Profit and Voluntary Sector Quarterly*, 35(1), pp. 66-82, 2006.**South Asia Teaching and Research:** 25%

**SULTANA, FARHANA**

SYRACUSE

Associate Professor, Department of Geography, tenured, appointed 2008

**Education:** Princeton University B.A. 1996; University of Minnesota M.A 1998; Ph.D. 2007**Academic Experience:** Kings College London, Department of Geography 2006-2008**Distinctions:** Department for International Development (DFID) Field Research Grant 2005; Maxwell Summer Project Assistantship Grant 2009; PARCC-CEPA Research Grant 2009; Appleby-Mosher Research Grant 2009-2013; Research Grant, Municipal Services Project, International Development Research Center (IDRC) 2011-2012; Research Grant, International Water Management Institute (IWMI) 2012;**Languages:** Bengali (5)**Research and Teaching Specialization:** Water resources management and development in South Asia**Field Experience:** Bangladesh, India**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** GEO 367 Gender in a Globalizing World (also ANT 367, WGS 367); GEO 374 Environment and Development in the Global South; GEO 400/600 Geographies of Water; GEO 606 Development and Sustainability; GEO 755 Political Ecology**Selected Publications:** “Gendering Climate Change: Geographical Insights,” in *The Professional Geographer*. Routledge, London, pp. 1-10, 2013.“Gender justice and public water for all: Insights from Dhaka, Bangladesh,” with Chandra Mohanty and Sarah Miraglia, in *Municipal Services Project (MSP) Occasional Paper*, No. 18, 2013.“Exploring Political Ecologies of Water and Development,” with Jessica Budds, in *Environment and Planning D: Society and Space*, 30(2), Pp. 275-279, 2013.*The Right to Water, Politics, Governance and Social Struggles*, with Alex Loftus. London & NY, Earthscan Water Text Series, Routledge, 2012.“Producing Contaminated Citizens: Towards a Nature-Society Geography of Health and Wellbeing” in *Annals of the Association of American Geographers*, 102(5), 1165-1172, 2012.“Gender and Environment: Critical Tradition and New Challenges,” with Roberta Hawkins, Diana Odeja, Diane Rocheleau, Joni Seager, Andrea Nightingale, Leila Harris, Brigitte Baptiste, Kiran Asher, & Sharlene Mollet, in *Environment and Planning D: Society and Space*, 29 (2), Pp. 237-253, 2011.“Suffering for Water, Suffering from Water: Emotional Geographies of Resource Access, Control and Conflict,” in *Geoforum*, 42 (2): 163-172. 2011.**Theses Supervised in the Past 5 Years: 1 Ph.D.****South Asia Teaching and Research: 65%****VISUAL STUDIES****BREYER, RICHARD**

SYRACUSE

Professor, Department of Television, Radio, and Film, tenured, appointed 1978.

**Education:** University of California at Berkeley B.A. 1963; New York University M.A. 1967**Distinctions:** Professor and Fulbright Fellow, Islamia Jamia University, New Delhi & Osmania University, Hyderabad, India, 1988-1989; Fulbright Research Fellow, Bangalore, Hyderabad, Madras, Mysore, 1992**Research and Teaching Specialization:** Effects of satellite television on developing countries, especially India**Languages:** Spanish (5), Hindi (3)**Field Experience:** India, Central and South America**Contribution to the Study of South Asia:**

—Has spent several years in India on Fulbright grants. A documentary filmmaker, he has made films on Bhutan and on the Sikh community in Upstate New York.

**Films:** Producer/Director. *Garwin*, documentary film about Richard Garwin, designer of the first hydrogen bomb. Trilok Fusion. 2014.Producer/Director. *300 Miles to Freedom*. Documentary film about fugitive slave, John W. Jones. Trilok Fusion. 2011.Producer/Director. *3-d PIANO*, Six part instructional series, [www.3-dpiano.com](http://www.3-dpiano.com), 2009Editor/Script. *Last Stop Kew Gardens*. Ithaca, NY: Ithaca Filmworks and SISU Home Entertainment. 2008Producer, *North of 49*, documentary film about the 2001 burning of a Sikh Temple in upstate. New York. 2004.**Theses Supervised in Past Five Years: 1 M.A.****South Asian Teaching and Research: 10%**

**DADI, MUHAMMAD IFTIKHAR****CORNELL**

Associate Professor, History of Art, tenure track, appointed July, 2004

**Education:** University of Wisconsin at Madison B.S. 1983, University of Washington at Seattle M.A. 1987, Cornell University Ph.D. 2003**Distinctions:** American Institute of Pakistan Studies Junior Book Prize, 2010; Humanities Council research grants, Cornell Society for the Humanities, 2005-06, 2009; Cornell University Hull Memorial Fund awarded to the University of North Carolina Press to support publication of *Modernism and the Art of Muslim South Asia*; "Art, Popular Culture, and Publics in Contemporary Pakistan," Winter 2009. Cornell University Baccalaureate Service Award, May 2003; included among 100 important Global artists in *Fresh Cream* (Phaidon Press), 2000.**Languages:** Urdu (5), Arabic (4), Persian (2), French (1)**Research and Teaching Specializations:** Modern and contemporary art; Critical and postcolonial theory; Modern art and intellectual history of South Asia, Central Asia, Middle East, and North Africa; Popular visual cultures of Urban South Asia.**Field Experience:** India, Pakistan**Contribution to the Study of South Asia:**—**Area Studies Courses Taught:** ARTH 3611 Art of South Asia, 1500-Present, ARTH 4695 Studies in Global Modern Art: Modern and Contemporary South Asia**Selected Publications:** *Modernism and the Art of Muslim South Asia*, University of North Carolina Press, 2010."Art in Pakistan: The Early Decades," in *Hanging Fire: Contemporary Art from Pakistan*, Asia Society New York, 2009."Registering Crisis: Ethnicity in Pakistani Cinema of the 1960s and 70s," in *Beyond Crisis: A Critical Second Look at Pakistan*, ed. Naveeda Khan, Routledge, 2009."Ghostly Sufis and Ornamental Shadows: Spectral Visualities in Karachi's Public Sphere," in *Comparing Cities: The Middle East and South Asia*, ed. Martina Rieker and Kamran Ali, pp. 159-193 Oxford University Press, 2009."Nuclearization and Pakistani Popular Culture since 1998," in *South Asian Cultures of the Bomb: Atomic Publics and the State in India and Pakistan*, ed. Itty Abraham, pp 173-194, Indiana University Press, 2009.**Theses Supervised in Past 5 Years:** 3 Ph.D.**South Asia Teaching and Research:** 25%**GOENKA, TULA****SYRACUSE**

Associate Professor, Department of Television-Radio-Film, tenured, appointed 1996

**Education:** Stella Maris College, University of Madras B.A. 1981; Sophia College, University of Bombay Post-Graduate Diploma in Mass Communications, 1982; Syracuse University M.S. 1986**Academic Experience:** Freelance Film Editor, Various, 1986-1996**Distinctions:** Newhouse Professional Wall inductee, Syracuse University, 1992; Official Selection of *Dancing on Mother Earth* at Silver Lake Film Festival, 2002; Syracuse University Chancellor's Citation for Excellence Award for Engaging the World, 2008; Syracuse University Chancellor's Citation for Excellence Award for Engaging the World, 2009**Languages:** Hindi (5), Bengali (4)**Research and Teaching Specialization:** Production of fiction and non-fiction short films, Indian cinema, developing films about marginalized communities in the U.S. use of media for human rights awareness**Field Experience:** India**Contributions to the Study of South Asia:**

—Co-director, South Asia Center, 2012-present

—**Area Studies Courses:** TRF 470 Bollywood Snapshots: SU Internships in Mumbai (also TRF 670); TRF 560 Bollywood and Beyond**Films:** Producer/Director/Editor, *Likhiya: Writing Stories With Mithila Art*, various shorts on Mithila artists from Madhubani, India, Saroja Pictures, 2014.Producer/Editor, *El Charango*, 22 min. documentary on the charango and its birthplace of Potosi, Bolivia, 2pEEps Productions, 2005.Producer/Editor, *Dancing On Mother Earth*, 60 min. documentary on musician Joanne Shenandoah., 2pEEps Productions, 2002.Associate Editor, *Mississippi Masala*. 35mm feature film, Samuel Goldwyn.**Recent Publications:** "From Hindi Cinema to Bollywood," in *South Asia in the World: An Introduction*, Susan Wadley, ed. M.E. Sharpe, New York, 2014.*Not Just Bollywood: Indian Directors Speak*. Om Books, New Delhi, 2014.**South Asia Teaching and Research:** 40%

**HALLAS, ROGER****SYRACUSE**

Associate Professor, Department of English, appointed 2004

**Education:** Oxford University B.A. 1993; New York University M.A. 1995, Ph.D. New York University, 2002**Distinctions:** Meredith Award in Teaching Distinction, Syracuse University, 2007-2008; Judith Greenberg Seinfeld Distinguished Faculty Fellow, Syracuse University, 2011**Research and Teaching Specializations:** AIDS in film; international, documentary, and queer Cinema**Languages:** German (3)**Contributions to the Study of South Asia:**—**Courses Integrating South Asia Material:** ETS 350: Colonial and Post-colonial Cinema, ETS 410: World Cinema**Selected Publications:** *Reframing Bodies: AIDS, Bearing Witness, and the Queer Moving Image*, Duke University Press, Durham, NC, 2009.*The Image and the Witness: Trauma, Memory and Visual Culture*, co-edited with Frances Guerin, Wallflower Press, New York, 2007.**South Asia Teaching and Research: 10%****MCGOWAN, KAJA, M.****CORNELL**

Associate Professor of Southeast Asian Art, History of Art, tenured, appointed 1996

**Education:** Wesleyan University B.A. 1982; Cornell University M.A. 1989, Ph.D. 1996**Distinctions:** Society for the Humanities Summer Research Grant 1998; South East Asia Program Travel/Research Grant, 2000**Languages:** Indonesian (5), Balinese (4), Dutch (2), German (2), Norwegian (2), French (2)**Research and Teaching Specializations:** History of Art of Southeast Asia with emphasis on Indonesia, particularly Java and Bali (both historically Indic in orientation) studied in relation to the subcontinent.**Field Experience:** Indonesia**Contribution to the Study of South Asia:**—**Courses Integrating South Asian Materials:** ART H 280 Approaches to Asian Art, ART H 3855 The House and the World: Architecture of Asia, ART H 490 Art and Collecting: East and West, ART H 5850 Dancing the Stone: Body, Memory, and Architecture (THETRE 5800), ARTH 5855 Threads of Consequence: Textiles in South and Southeast Asia**Selected Publications:** “Looking for Water with Water: The State of Indonesian Studies in the Global Turn,” in *The State of Indonesian Studies*, a CMIP Project, Cornell University Press, 2013.“Risking Self and Space: What Kind (Kim) of Human Being (Nara)? Teaching the History of Southeast Asian Art, One Travel Story at a Time,” *Southeast Asia Program*, Fall Bulletin, Cornell University, 2013.“With ‘the rising sun (*hinomaru*) on their Back’: Exploring Batik *Djawa Hokokai* and the Japanese in Indonesia”, in *Trans-national Southeast Asia: Paradigms, Histories, Vectors*, pp. 51-60, Kyoto University’s Center for Southeast Asian Studies, 2013.“Sifting Mountains and Seashore Through a Loosely Woven Lens: Reconsidering Royal Progresses in 14th Century Java,” in *Blackwell Companion to Asian Art and Architecture*, Blackwell Publishing Ltd, 2009.*Ida Bagus Made: The Art of Devotion*, a volume honoring the Fiftieth Anniversary of the Puri Lukisan Museum, Bali, Indonesia, Yayasan Ratna Wartha, 2008.**Theses Supervised in Past 5 Years:** 3 M.A., 2 Chaired; 7 Ph.D. 3 Chaired**South Asia Teaching and Research: 25%**

## ADMINISTRATIVE STAFF

### LED SOE, BRONWEN

CORNELL

Adjunct Assistant Professor, Department of Asian Studies; Curator, South Asia Collection, Kroch Library, appointed 2006, see under **LITERATURE**, page 35

### BOR, DURGA

CORNELL

South Asia Program, Events Coordinator, Outreach Educator, see under **ARTS**, page 12

### BRIDGER WILSON, EMERA

SYRACUSE

Associate Director/Outreach Coordinator, South Asia Center

**Education:** Wells College B.A. 2001; Syracuse University M.A. 2007, Ph.D. Candidate

**Distinctions:** Maxwell Teaching Fellow, 2006-2007; Junior Fellow, American Institute for Indian Studies, 2007-2008

**Research and Teaching Specialization:** Tourism, development and the environment; anthropology of work

**Languages:** Hindi (3)

**Field Experience:** India

**Contribution to the Study of South Asia:**

—Area Studies Courses Taught : ANT 324 Modern South Asian Cultures (also SAS 324, WGS 324)

—Coordinates outreach events for the Center including the annual Speaker Series and K-12 outreach; oversees the Center website.

**South Asian Teaching and Research:** 100%

### PHELAN, WILLIAM J.

CORNELL

South Asia Program, Administrative Manager and Fellowship Coordinator, appointed November 2006

**Education:** SUNY Cortland B.A. 1979, Cornell MPS International Agriculture & Rural Development 1989

**Administrative Experience:** Lutheran World Relief, 1996-99; Food for Peace, OFDA, US Dept of Labor relief, refugee, and development project federal grants in Niger, Sierra Leone, and Mali, West Africa, 1998-2006; Enterprise Works Worldwide 2002-04; World Vision-Sierra Leone, 1-12/2000; World Vision-Mali, 2001-02, 2004-06

**Distinctions:** Cornell University, Research Administration Certification, 2008; Cornell Supervisor Development Certification

**Languages:** French (3); Fulfulde (3)

**Research and Teaching Specializations:** Developing country agriculture and rural development project design and management.

**Field Experience:** India, Benin, Burkina Faso, Mali, Mauritania, Namibia, Niger, Senegal, Sierra Leone, Togo

**Contribution to the Study of South Asia:**

—Provides program administration, narrative and financial reporting; as the fellowship coordinator works on FLAS administration; and worked with language lecturer authors and the director on the publication of South Asia language textbooks in Sinhala and Nepali.

**Selected Publications:** Co-author of: *A Rainy Season Reconnaissance Survey in the Guidimaka, Gorgol and Brakna Regions: Farming Systems Research along the Senegal River Valley*, University of Arizona, Office of Arid Lands Studies, Tucson, 1987.

**South Asia Administration:** 100%

### SHARMA, URMILA

SYRACUSE

Research Librarian, Syracuse University Library

**Education:** Chandigarh University, Punjab BA, M.A. 1965, M.Ed. 1967, Sheffield University M.Phil. 1970, Syracuse University, Ph.D. 1974, M.L.S. 1977.

**Languages:** Hindi (5); Punjabi (5); Sanskrit (5); Gujarati (3); Bengali (3); Urdu (3)

**Contributions to the Study of South Asia:**

—Current South Asia bibliographer

**South Asia Teaching and Research:** 30%



## EVALUATION TEAM

JOHNSON, MARGARET

CORNELL

Evaluation Consultant; Visiting Lecturer

**Education:** BA, State University of New York, Potsdam, 1987 MPA, Cornell University, 2007 PhD, Cornell University, 2012

Mario Einaudi Center for International Studies/Institute for Public Affairs

SEAP Time: 30 % of 100% FTE

**Professional Activities:** Provide program evaluation consulting services, including training and technical assistance for social and educational programs, program planning and implementation, program evaluation, grant proposal development and evaluation policy development, setting criteria for program development.

**Academic Experience:** 2008-present, Affiliate, Cornell Office for Research on Evaluation (C.O.R.E.); August 2012-Present, Adjunct Professor, College of Human Ecology, Cornell University; March 2012-Present, Senior Consultant, Finger Lakes Law and Social Policy Center, Inc..

**Distinctions:** Contributing grant writer Enhancing the Environment for STEM Education - Grant awarded 2012; Promoting Research and Innovation in Methodologies for Evaluation National Science Foundation Principle Investigator: William Trochim; Contributing grant writer, Building Evaluation Capacity in the CCE Systems and Programs - Grant awarded 2012 Smith-Lever funding New York State Cooperative Extension, Principle Investigator: William Trochim.

## DATA SPECIALIST

CORNELL

Part-Time position in the Mario Einaudi Center for International Studies. TO BE HIRED

**Education:** Bachelor's degree in a relevant discipline (e.g., education, sociology, economics, statistics) with 3-5 years experience of working with complex data sets or equivalent combination of education and experience.

**Foreign Language:** Knowledge of an Asian language a plus.

**Responsibilities:** Design and conduct quantitative and qualitative analytical research on international studies, analyze, summarize, make observations and provide recommendations for assessment, planning, policy development, and decision-making;

Serve as coordinator for the data reporting for the US Department of Education grants held within the Einaudi Center.

Prepare standard and complex ad-hoc reports to support evaluation/assessment, planning processes, policy analysis, and decision making including specific reporting such as the evaluation program section for semi-annual Department of Education grant reports;

Independently prioritize, coordinate, and complete comprehensive responses to external requests for data and surveys on international studies, including those made by donor agencies; Carries out specific research and prepares reports in collaboration with the Director of Programming, other partners, alone, or leads a team.

## Cornell-Syracuse NRC South Asia Consortium, Project Goal 1

### 1. Goal statement: Create a pipeline of students proficient in priority languages who undertake field research, internships, employment and in-country language training

2. Performance Measures	3. Activities
A) By the end of the project period there will be 200 undergraduates/graduates enrolled in intermediate and advanced priority language (2nd Yr language and above) and overseas study programs at consortial and partner institutions.	A.1 Leverage campus funds to support overseas study for students with financial need.
	A.2 Advertise to increase undergraduate student awareness of intermediate and advanced priority language and overseas study programs, and awareness of increased available financial support, at consortial and partner institutions.
	A.3 Offer intermediate and advanced priority language courses to consortium and partner institution students.
	A.4 Collaborate with study abroad offices at Cornell and Syracuse Universities to integrate better overseas study in South Asia within consortial undergraduate curriculum.
B) By the end of the project period, at least 80% of NRC funded language students who undertake in-country language training in South Asia will subsequently undertake South Asia-related field research, internships, fellowships, or employment.	A.5 Work with campus financial aid office to identify students in financial need.
	A.5 Offer FLAS Fellowships to students in priority languages.
	A.6 Collaborate with study abroad and career services offices at NRC and partner institutions to develop and publicize overseas opportunities in South Asia.
	A.7 Implement FLAS post-Fellowship student activities tracking to identify student research activities related to language study.

## Cornell-Syracuse NRC South Asia Consortium, Project Goal 2

### 1. Goal statement 2: Infuse South Asia studies dimensions into MSI, CC, and Education School/ Program curricula

2. Performance Measures	3. Activities
A) By end of Year 2, curriculum expansion plans will be developed with at least 3 NRC program partners to incorporate South Asia studies dimensions or world languages into the consortium's partners' curriculum.	A.1 Liaise with community college, MSI, and schools/programs of education partners regarding global competency needs, especially among disadvantaged student populations.
	A.2 Work with CERIS and Cornell Asia NRCs to sustain and enhance outreach opportunities for sharing expertise related to South Asia studies dimensions and world languages.
B) By end of Year 3, at least 2 new high quality curricular units will be created within the consortium's partners' curriculum.	<p>A.3 Identify new curriculum units desired by partners to improve resources for underserved students.</p> <p>A.4 Create new curriculum units suitable for inclusion in partner programs, in association with collaborative outreach activities developed by CERIS and Cornell's Asia NRCs.</p> <p>A.5 Create opportunities for faculty development to support the inclusion of the new curricular units, including through collaboration with CERIS and Cornell's Asia NRCs.</p>
C) By the end of the project period, at least 2 new high quality curricular units will be approved and offered within the consortium partners' curriculum.	<p>A.6 Work with consortium's partners to obtain approval of new curricular units.</p> <p>A.7 Work with consortium's partners to support advertising of new curricular units and their incorporation within consortium's partners' curriculum.</p> <p>A.8 Provide South Asia content experts to participate in teaching of new curricular units.</p>

## Cornell-Syracuse NRC South Asia Consortium, Project Goal 3

### 1. Goal statement 3: Establish a firm foundation to institutionalize Tamil Studies (language and area studies) at Cornell University

2. Performance Measures	3. Activities
A) By the end of Year 1, sufficient institutional funds have been leveraged to hire short-term visiting Tamil Studies scholar.	<p>A.1 Collaborate with Cornell University stakeholders to identify campus needs in relation to Tamil Studies.</p> <p>A.2 Collaborate with the Vice Provost for International Affairs and the ECIS to leverage funds sufficient to hire a short-term visiting Tamil Studies scholar during at least 3 years of the project period.</p>
B) By the end of Year 3, a new curricular unit in Tamil Studies will have been established within the consortium.	<p>A.3 Collaborate with the Department of Asian Studies to establish a new curricular unit in Tamil Studies.</p> <p>A.4. Advertise and offer new curricular unit in Tamil Studies.</p> <p>A.5 Collaborate with the Cornell Language Resource Center, Pls for the Mellon Shared Course Initiative, and the Department of Asian Studies to provide interactive video-conferencing delivery of Tamil language instruction from Columbia to Cornell (with Cornell visits by Columbia-based instructor).</p>
C) By the of the project period, the Sri Lanka Studies Graduate Conference & Dissertation Workshop (including Tamil Studies) will be held within the consortium.	<p>A.6 Collaborate with the American Institute for Sri Lanka Studies and Stanford University to hold the Sri Lanka Graduate Student Conference and Dissertation Workshop at Cornell University.</p> <p>A.7 Advertise the Sri Lanka Graduate Student Conference and Dissertation Workshop among Sri Lanka studies graduate students, including those working in Tamil Studies.</p> <p>A.8 Conduct the Sri Lanka Graduate Student Conference and Dissertation Workshop at Cornell University.</p>

June 13, 2014

Dr. Anne Blackburn  
South Asia Program  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

Dear Dr. Blackburn,

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with Cornell University's South Asia Program (in a consortium with the South Asia Center), Southeast Asia Program and East Asia Program, as well as the Mario Einaudi Center for International Studies on their outreach efforts to internationalize the education curriculum for pre-service teachers.

SUNY Cortland's mission statement describes the College as "an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service." We hold central to this mission the promotion of transformative education, including through internationalization initiatives both abroad and on campus which provides all students with opportunities to develop their global competence.

SUNY Cortland has a long history of internationalization and engagement with Asia, having established our formal study abroad in China in 1963. The College currently offers one of the largest portfolios of education abroad programs in the SUNY system, with over 20 exchange partnerships, a growing number of faculty-led programs, and internship and student teaching opportunities.

Recognizing the importance of providing all students opportunities on campus to deepen their understanding of global affairs and other cultures, the College has undertaken a number of initiatives to internationalize the curriculum across disciplines. The American Council on Education (ACE), for example, recently recognized SUNY Cortland as one of only three educational institutions nationwide for our work connecting our students with people and perspectives in classes around the world through collaborative online international learning (COIL) courses. Similarly, as a founding partner of SUNY's Global Workforce Project, the College has been instrumental in the creation of curricular tools to help internationalize college courses ranging from geography to sport management to teacher education.

The College, which offers the largest certified teacher education program in New York State and one of the largest on the East Coast, is particularly committed to the preparation of the next generation of educators to teach in a globalized world. Pre-service teachers, for example, have the option to satisfy one of their required student teaching placements in Australia, participate in a teaching practicum in

Thailand, or collaborate with school teachers in Belize. We look forward to further expanding and strengthening these initiatives through the collaboration of our two institutions.

Based on the fruitful discussions we have already had with your colleagues, we anticipate collaborating on the following activities:

- Collaborate with CERIS and the Asia Programs to provide professional development workshops on global competency for SUNY Cortland's pre-service teachers.
- Collaborate on a conference of two and four year colleges on "Internationalizing the Campus."
- Encourage our students to take advantage of the new Cornell course "Education in Asia" which will be made available online for students external to Cornell.
- Encourage and support our faculty participation in the proposed "Internationalizing Teacher Training Faculty Fellows Program" as advisory board members and as fellows.
- Encourage knowledge on careers in teaching abroad by inviting a panel of faculty and students who have had the experience of teaching abroad to speak to our Education students.
- Share ideas and resources on the initiative to create an "International Education" track.
- Exchange information on events taking place on both campuses, and encourage more interaction between the international centers and programs at both universities.

We very much look forward to pursuing these ideas and sharing resources with your Program, and with the Mario Einaudi Center for International Studies.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark J. Prus", with a stylized flourish at the end.

Mark J. Prus, Ph.D.  
Provost and Vice President for Academic Affairs



Dr. Anne Blackburn and Dr. Susan Wadley  
Directors, South Asia Program and South Asia Center Consortium  
170 Uris Hall  
Cornell University  
Ithaca, NY 14853

June 11, 2014

Dear Dr. Blackburn and Dr. Wadley,

I am writing to express my enthusiastic support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the South Asia Programs at Cornell and Syracuse, the Southeast Asia Program (SEAP) at Cornell and East Asia Program (EAP) at Cornell, as well as the Mario Einaudi Center for International Studies (ECIS) on their outreach efforts to internationalize the education curriculum for community college students.

TC3's mission includes our commitment to prepare "...our students and ourselves for citizenship in a global society." In particular, our Global Initiatives Council communicates and promotes the benefits of globalization through advocacy and support of both current and new international initiatives within the college and within the wider community. Supporting this infusion of global awareness and the benefits of having that global awareness into the TC3 culture AND curriculum continues to be a purposeful action item each academic year.

We anticipate collaborating in the following ways:

*Courses within TC3 Curriculum:*

1. TC3 might explore with the Cornell-Syracuse South Asia NRC the possible introduction of a Modern South Asia-related course into the TC3 curriculum via a combination of in-person and DL modalities. Guest speaker expertise would be provided by Cornell and Syracuse faculty and advanced graduate students.
2. TC3 will work with the three Asia Programs at Cornell to create a Modern Asia-related Course at TC3. Cornell's Asia Programs will provide faculty and advanced graduate student expertise in the TC3 classroom to supplement TC3 faculty strengths. TC3 faculty would handle the course development and credit-granting arrangements, and provide the coordinating on-campus instructor.

*Courses in CU Curriculum:*

1. TC3 students will be invited to attend in person at Cornell or via DL a new 1-credit Cornell Contemporary China Seminar Series, with access to the assigned readings. TC3 faculty would handle the course development and credit-granting arrangements, and provide the coordinating on-campus instructor/administrator. TC3 students would be included in the Q&A periods.
2. TC3 students will be invited to attend in person or via DL a new 1-credit Cornell Education in Asia course, with access to the assigned readings. TC3 faculty would handle the course development and credit-granting arrangements, and provide the coordinating on-campus instructor/administrator.

P.O. Box 139 | 170 North Street | Dryden, NY 13053-0139  
Phone: 607.844.8211 | Toll-Free: 888.567.8211 | Fax: 607.844.9665 | [www.TC3.edu](http://www.TC3.edu)

A COLLEGE of THE STATE UNIVERSITY of NEW YORK | Tompkins Cortland Community College is an Equal Opportunity Employer/Educator

*Faculty Development:*

1. Region-specific professional development workshops for TC3 (and other community college) faculty coordinated by individual Area Studies Programs. This would include the Fall 2014 Southeast Asia Program-run seminar for community college faculty as preparation/foundation for the January Cambodia course.
2. CERIS (Cornell Educational Resources for International Studies)-run thematic faculty development workshops.
3. A TC3 faculty member curriculum development trip to a South Asian location will be funded (travel costs plus a bit extra) by the Cornell-Syracuse NRC in 2 of the 4 grant years. Further discussion would be needed to identify which locations would be viable for this and the modality for selecting the faculty member.
4. TC3 faculty will be involved in a collaborative regional conference to share internationalization efforts, as well as other relevant faculty development conferences coordinated by the three Asia Programs in conjunction with CERIS and the Mario Einaudi Center for International Studies at Cornell.
5. TC3 faculty would receive priority consideration for EAP and SEAP faculty development grants, and for SEAP mentorship of faculty seeking to internationalize their curriculum, including through Fulbright GPA applications.

*Study Abroad:*

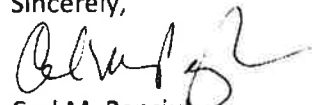
1. January 2015 SEAP-run course to Cambodia to include a TC3 faculty member and possibly some TC3 students.
2. TC3 will explore with all three Asia Programs the possibility of connecting existing TC3 courses to study abroad opportunities in Asia.

*Other:*

1. Cornell-Syracuse South Asia NRC and EAP, SEAP and CERIS will work with TC3 to enhance publicity and coordination of Asia-related events and visitors of interest to TC3 faculty and students.
2. SEAP expects to continue to support/collaborate on internationalization with reference to refugee student populations.
3. CERIS could provide volunteer/service learning/internship opportunities for TC3 international students to participate in the CERIS Afterschool Language and Culture Program by teaching or co-teaching their native languages in local afterschool programs.

We embrace this opportunity to more closely interact with our colleagues at Cornell to better understand how we can serve the needs of our students collaboratively and globally.

Sincerely,



Carl M. Penziul

Dean of Instruction

[cmp@tc3.edu](mailto:cmp@tc3.edu)

(607) 844-8211 x4410





*A College of the State University of New York*

4585 West Seneca Turnpike Syracuse, New York 13215-4585

(315) 498-2622 [www.sunyocc.edu](http://www.sunyocc.edu)

June 9, 2014

Dr. Anne Blackburn and Dr. Susan Wadley  
Directors, Cornell-Syracuse South Asia Consortium  
Cornell University  
Ithaca, New York 14853

Dear Dr. Blackburn and Dr. Wadley:

I am pleased to be writing in support of your proposal to the U.S. Department of Education to receive the distinction as a Title VI National Resource Center. We look forward to collaborating with the East Asia Program (EAP), Southeast Asia Program (SEAP) and South Asia Consortium, as well as the Mario Einaudi Center for International Studies (ECIS) on their outreach efforts to internationalize the education curriculum for community college students.

As you are aware, the mission of Onondaga Community College is to make *high quality educational programs and services accessible to our diverse citizenry, empowering individuals to explore and discover their inherent potential and to transform themselves to live, work and thrive in our global community.* We have made great strides in the internationalization our campus. At present, we have students enrolled who are representative of more than 50 countries. Over the years, we have looked forward to taking our students, many who are American-born, to places like Guatemala, Spain, Greece, England and other locations abroad. Our motto is to create opportunities whereby students *explore their interests, discover their talents, and transform their lives through education.* We believe that a partnership with ~~the above programs will further enhance our ability to achieve our mission and expose our students as well as faculty to other areas of the world.~~

Specifically, we anticipate collaborating in the following ways:

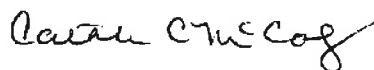
- OCC will encourage its students to take advantage of the new Syracuse course "Introduction to Modern South Asia" and the South Asia language course "Beginning Hindi 101 and 102," part of the Cornell-Syracuse South Asia Consortium NRC proposal. These courses will be made available either on our campus, online, a combination of both, or by interactive video for students external to Syracuse University. Onondaga Community College students will be

charged OCC tuition. Onondaga Community College faculty would be paid for any guest lectures they give in a South Asia course that the Cornell-Syracuse consortium helped to develop.

- OCC will encourage its students to take advantage of a one-credit "Issues in Contemporary China" course, offered at Cornell on site and made available to community college students online.
- OCC and the Cornell-Syracuse South Asia Consortium aim to develop a Study Abroad course for OCC students, using the Modern South Asia course as a prerequisite.
- OCC will encourage and support Onondaga Community College faculty participation in thematic and regional professional development workshops given by the South Asia Consortium in collaboration with CERIS (Cornell Educational Resources for International Studies) activities for community college faculty.
- OCC will collaborate on a conference of two- and four-year colleges on "Internationalizing the Campus and Curriculum," most likely in Year 4 of the proposed NRC project activities.
- OCC faculty will be encouraged to seek and welcome guest lecturers, either those visiting Cornell or Syracuse or their high-level graduate students.
- The Cornell-Syracuse South Asia Consortium NRC South Asia group will offer \$3000 twice during the 4-year grant cycle for OCC faculty development trips to South Asia.

We really look forward to working with you in the near future.

Sincerely,



Cathleen C. McColgin, Ph.D.  
Provost & Senior Vice President

---



Cornell University

Fredrik Logevall  
Vice Provost for International Affairs  
115 Day Hall  
Ithaca, New York, USA 14853-2801  
t. 607.255.0157  
f. 607-254-8325  
FL57@cornell.edu

## MEMORANDUM

To: Office of Postsecondary Education, Department of Education

From: Fredrik Logevall, Vice Provost for International Affairs and Director of the Mario Einaudi Center for International Studies 

Cc: Anne M. Blackburn, Director South Asia Program; Abby Cohn, Director Southeast Asia Program; and Hirokazu Miyazaki, Director East Asia Program

Date: June 18, 2014

Subject: Support for Asian studies programs applications

As Vice Provost for International Affairs and Director of the Mario Einaudi Center for International Studies it is my sincere pleasure to write this memo in support of Title VI proposals to the U.S. Department of Education by Cornell's three Asian studies programs, i.e., East Asia Program, the South Asia Program, and Southeast Asia Program.

Cornell launched an internationalization initiative in 2012 when President David Skorton issued a White Paper "Bringing Cornell to the World and the World to Cornell." Consequently, a task force developed an actionable, focused plan to enhance Cornell's excellence in international studies and international engagement. There is broad consensus that only if we excel in international teaching, research, and engagement can we prepare our students – and by extension the university as a whole – to flourish in this increasingly interdependent world. Cornell's internationalization goal is to become a truly international university by educating globally competent and culturally sensitive students, by fostering cutting-edge research within and across national boundaries, and, by engaging in development activities and public services to enhance the lives and livelihoods of our students and others around the world.

Cornell's area studies programs, particularly the East Asia Program, the South Asia Program, and Southeast Asia Program, are broadly recognized for their excellence on campus and beyond. They have significantly contributed to Cornell's international achievements in the past and are playing an essential role in implementing critical components of Cornell's internationalization plan in the future. Over the last year,

several strategic meetings took place to clarify roles and responsibilities, streamline our organization and administration around international studies, value evaluation as a key management tool, and identify those areas where joint approaches could increase the effectiveness, efficiency, and sustainability of our core international programs and the Center for International Studies. Significant efforts were made to mobilize additional university resources to institutionalize past initiatives and new resources will be made available to support the exciting initiatives that are described in their proposals.

During this NRC/FLAS cycle, the Asian studies programs jointly developed and implemented a very successful outreach program. Going forward, the collaboration among the Asian studies programs will be significantly broadened to include outreach and programming activities. At the same time, strategic partnerships are being developed with a series of Schools of Education and Community Colleges in Upstate New York who teach diverse and historically underserved populations of students. I am very pleased to inform you that the three Asia Programs received letters in support of strengthening and building new partnerships with TC3-Tompkins Cortland Community College, Onondaga Community College, and the Mohawk Valley Community College to internationalize their campuses. Also, letters in support of creating and sustaining partnerships with schools of education or education programs in our region to internationalize the curriculum in education were received from Ithaca College, Syracuse University, State University of New York Cortland, as well as from the Education Minor program at Cornell University. I am particularly looking forward to the jointly planned Upstate New York internationalization symposium during the coming grant cycle that will bring the different partner organizations together to learn from each other's experiences in offering meaningful international experiences for our students.

These new initiatives described in detail in the three Cornell NRC/FLAS proposals promise to significantly increase the impact of our international programs at and particularly beyond Cornell. The NRC and FLAS support will play a critical role in providing the necessary start-up funding to develop sustainable and mutual beneficial regional higher education partnerships. This will increase our capacity to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of U.S. government, academic, and business institutions.